DOCUMENT RESUME

ED 059 822 24 RC 005 989

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TITLE [Keys to the Elementary School Environment (with Subgroup Reference Norms): How Children Perceive Their School Environment.]
INSTITUTION Southwest Educational Development Lab., Austin, Tex.; Texas Technological Coll., Lubbock. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
BUREAU NO BR-6-2827
PUB DATE [71]
NOTE 199p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Administrator Attitudes; *Anglo Americans; Comparative Analysis; *Elementary School Students; Evaluation; Factor Analysis; Group Norms; *Mexican Americans; *Negroes; Perception; *School Environment; Student Attitudes; Student School Relationship; Teacher Attitudes

ABSTRACT

The objective of the study was "to determine how the elementary school child evaluates his school environment through a comparison of the school as he sees it with how professional education intends it to be." The "Keys to Elementary School Environment," an instrument designed to measure the environmental press as perceived by elementary school pupils, was administered to over 5,000 fifth- and sixth-grade pupils in 43 Texas schools. Ten series of statements were utilized to represent aspects of school environment which would contribute to the following 10 areas of press: intellectual improvement, health and physical fitness, social relationships, moral and spiritual values, home-school relationships, vocational aspirations, civic responsibility, aesthetic appreciation, acceptance and emotional security, and independence. Scores of the subjects on the 120 questions were subjected to factor analysis which yielded 10 rotated factors that accounted for approximately one-half of the variance. Comparisons were made between pupil responses by grade, ethnic group, sex, participation or nonparticipation in Title I programs, and ability group. The document contains Form E of the instrument used and directions for its administration; tabulations of pupil responses and press differences; a table on percentages of teachers, administrators, and total pupils reflecting press; and subgroup reference norms and instructions for plotting profiles to enable comparison of responses with previously collected data. (JH)

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[KEYS

TO THE

ELEMENTARY SCHOOL ENVIRONMENT
(with Subgroup Reference Norms):

How Children Perceive Their School Environment]

[1971]

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TABLE OF CONTENTS

	Page
List of Tables	v
Acknowledgments	vii
Evaluation of the Elementary School Environment	1
Evaluation of Environmental Press	11
Press Differences Between Groups	19
Total Press by Classification Groups	23
Correlation and Factor Analysis Studies	27
How Children See the School Setting	43
Conclusion	45
Bibliography	47
Appendix A - Administering and Scoring the KESE	49
Appendix B - Pupil Responses	61
Appendix C - Press Differences Between Groups	73

LIST OF TABLES

Page

Table 1 Descriptive Divisions of the Sample. 8

Table 2 Factors Accounting for Variance. 32

Table 3 Factor Correlations. 33

Table 4 Factor Table 34

APPENDIX A

Table 5 Press Key. 59

APPENDIX B

Table 6 KESE Norms for Total Group 62

Table 7 Percentages of Pupils Reflecting Press - Total Sample. 65

Table 8 KESE Percentages Answering "YES" by Subgroups. 68

Table 9 Environmental Press Correlation Matrix 72

APPENDIX C

Table 10 Percentages of Pupils Reflecting Press by Grade Level. 74

Table 11 Significant Differences in Press by Grade Level. 77

Table 12 Percentages of Pupils Reflecting Press by Sex. 78

Table 13 Significant Differences in Press by Sex. 81

Table 14 Percentages of Pupils Reflecting Press by Ethnic Group (Mexican American and Anglo) 82

Table 15 Significant Differences in Press by Ethnic Group (Mexican American and Anglo) 85

LIST OF TABLES (CONTINUED)

		Page
Table 16	Percentages of Pupils Reflecting Press by Ethnic Group (Mexican American and Negro)	87
Table 17	Significant Differences in Press by Ethnic Group (Mexican American and Negro)	90
Page 18	Percentages of Pupils Reflecting Press by Ethnic Group (Negro and Anglo)	92
Page 19	Significant Differences in Press by Ethnic Group (Negro and Anglo)	95
Table 20	Percentages of Pupils Reflecting Press by Participation in Title I Programs	97
Table 21	Significant Differences in Press by Participation in Title I Programs	100
Table 22	Percentages of Pupils Reflecting Press by Ability Group	101
Table 23	Significant Differences in Press by Ability Group	104
Table 24	Percentages of Teachers, Administrators, and Total Pupils Reflecting Press	106
Table 25	Significant Differences Between Teacher and Administrator Responses to Keys Questions	110

LIST OF FIGURES

Figure 1	Geographic Distribution of Participating Schools	9
Figure 2	Keys to Elementary School Environment - Form E	49
Figure 3	Keys to Elementary School Environment - Materials	57

ACKNOWLEDGMENTS

How elementary school children perceive the elementary school environment is an important matter -- important to the extent that funds have been provided by the Southwest Educational Development Laboratory and the Texas Tech University College of Education to pursue an indepth study of this area. Acknowledgments and expressions of appreciation are most inadequate for a research project of this magnitude. Over one year was spent in collecting the data from 43 school districts and 5,124 pupils who participated in the study. An additional year was spent in compiling the data, completing computer analysis, and drawing the conclusions. Some of the individuals who participated in the early stages of the research are no longer connected with the University or the Laboratory. Dr. Joe Cárdenas, formerly with SEDL, supported and encouraged the undertaking of the research project. Mr. Juan Luján of SEDL continued this encouragement and support. Dr. George Smith was responsible for much of the initial planning and computer analysis during the inaugural stages of the research while a graduate assistant in the Texas Tech College of Education. Student assistants, Miss Gloria Salinas, Miss Dorothy Wildenstein, and Miss Renda Harrison, working under the direction of Dr. Jim E. Hodges, were responsible for most of the routine tasks which spell success for research projects of this type. A special word of appreciation must go to Mrs. Nan Walden and Mrs. Virginia Duvall for their assistance in the final coordinating and reporting phase of the project.

Research of this nature cannot be conducted without the enthusiastic participation of school districts, administrators, teachers, and particularly the pupils in the schools. We are deeply grateful to the fifth and sixth grade children in the school districts of Texas who gave of their time to respond honestly and critically about their classes, their schools, and

their education. We cannot make the elementary school experience any better for them; but through their efforts, we hope we may make it a more productive, interesting, and worthwhile experience for the untold numbers of children who are yet to come.

Owen L. Caskey

Doris J. Webb

EVALUATION OF THE ELEMENTARY SCHOOL ENVIRONMENT

School environments, like children, vary drastically. Some are more likely than others to encourage learning and engender a feeling of belonging for pupils. To establish such a positive and productive environment must be a major objective of every administrator, teacher, and school system. There is little quarrel among these elements as to the desirability of this objective; however, there is little agreement as to how it may best be accomplished. This research report makes no attempt to answer the question of how the school environment can be improved, but it does strive to evaluate this environment from its most critical source -- the pupils themselves.

While the possibilities of gaining information about the school environment from administrative reviews, authoritative comment, and descriptive studies have not been exhausted, these approaches have had the singular consistency of omitting the pupil's view of his learning setting and his evaluation of its implicit educational objectives. While the comments and evaluations of the administration and teachers have been carefully considered, the pupil has been largely neglected. Few investigators have asked whether the pupil feels any congruence in what adults tell him about the values in the educational process and the values which they actually support and reward.

This study was undertaken to evaluate the perceptions that elementary school children have of their school environment. The availability of an evaluative instrument, Keys to Elementary School Environment, developed in 1967 and research funds provided by the Southwest Educational Development Laboratory during 1968 and 1969 made possible the study reported here. The objective was to determine how the elementary school child evaluates his

school environment through a comparison of the school as he sees it with how professional education intends it to be.

The Keys to Elementary School Environment is an instrument designed to measure the environmental press as perceived by elementary school pupils. The rationale of the approach is the thesis that knowledge of how a child looks at his school world is essential to understanding how he interacts with his environment.

In assessing the aims of education, this instrument asks whether the pupil feels a conflicting press in what adults tell him about their values in his educational process and the values which they actually support. Keys to Elementary School Environment (abbreviated as KESE or referred to as Keys) has resulted from efforts to discover the child's point of view and to measure objectively his perceptions of behavior, school policies and practices, and the interaction of the key people in his school life -- teachers, other pupils, and parents. Research studies of college and high school characteristics (Pace, 1963; Stern, 1963; Herr, 1964; Hansen and Herr, 1966; and Kasper, Munger, and Myers, 1965) support the idea that knowledge of a school's psychological climate might come from sampling the specific perceptions of individual members of a student body.

The Keys instrument is designed to measure the environmental press of elementary schools through the formulation of the generally recognized alpha press. Alpha press is defined as the intended goals and objectives of elementary schools. These have been determined by an analysis of accepted purposes of elementary schools, examination of stated school philosophies and policies of school districts, and interviews with school administrators, teachers, and parents.

A consensus appears to recognize a school environmental press toward ten areas, including: (1) intellectual improvement, (2) health and

physical fitness, (3) social relationships, (4) moral and spiritual values, (5) home-school relationships, (6) vocational aspirations, (7) civic responsibility, (8) aesthetic appreciation, (9) emotional security or a feeling of acceptance, and (10) exercise of independence. Ten series of statements are utilized to represent aspects of school environment which would contribute to the various areas of press. These listings are based upon the experiences of researchers, elementary teachers, counselors, administrators, and others knowledgeable about elementary schools. Selected statements about the school are presented to children who are asked to reply Yes or No. Exact administrative directions are given by tape recording to class-size groups of children to insure comparability. The responses of an individual pupil or a group of pupils reflect their evaluation of the press of the school environment and are referred to as the beta press.

The term "environmental press" may be defined as the demands, rewards, goals, behavior, and attitudes perceived as stemming from and characteristic of a given environment, in this case, the elementary school environment. Environmental press of this type is generated by the school setting, including the faculty, administration, policies, regulations, parents, community, and the children themselves. The press of such an environment becomes the explicit objective and intended properties of that environment as they are perceived by the members of the environmental group, either elementary school children or the school organization.

There are, then, two types of press reflected by the study. There is the alpha press, which is implicit within the instrument itself in that it reflects the demands, rewards, goals, behaviors, and attitudes defined as the intended purposes and goals of the school. The type of press in which we are most interested, the beta press, is the perception of press by the children in this educational environment, more specifically, children of

different ethnic groups, sexes, grade levels, and types of schools. The analysis of the press reflected by the pupils within the study is obtained by recording the difference between the observed percentages of "yes" and "no" answers and the 50th percentage level which would be expected by chance, considering the dichotomous scale. Statistical analysis is achieved by computing the significant differences of the percentages using the Chi Square statistical process.

Although some experimental study has been conducted at the fourth grade level, it is felt that the fifth and sixth grade pupils present the most accurate perception of the presses in the elementary school environment of their respective schools. Children in these grade levels are probably more nearly able than younger elementary children to generalize the immediate perceptions which make up their elementary school experiences. Further, it seems that they best understand the implication of the item content utilized in the evaluative instrument. Important, too, is the fact that fifth and sixth graders have not, as yet, suffered the attrition in enrollment experienced during the secondary school years, providing a unique opportunity to evaluate the unmet needs of those who later become secondary school dropouts.

The checklist developed contains 120 statements reflecting aspects of the school environment which contribute to the environmental press. Several questions included in the instrument are used to score press in more than one environmental press area. As a result, 134 press items are assigned to the 10 areas of press; and in addition, total press scores may be calculated for each of the 10 areas. These items are classified and scored under the following 10 areas of press corresponding to the objectives identified:

Intellectual Improvement. Items listed under Intellectual Press were selected to discover if pupils thought their teachers, parents, and classmates viewed intellectual successes and activities as rewarding and satisfying, or whether pupils detected signs of the downgrading of academic and intellectual pursuits.

Health and Physical Fitness. Evidence of Press toward Health and Physical Fitness was found in pupil responses revealing their cognizance of practices and policies that contribute positive attitudes toward health and the recognition of the importance of physical fitness.

Social Relationships. Statements under Social Press were designed to reveal the pupils' social views and practical relationships in the school rather than to elicit conventional answers about life and society as it should be.

Moral and Spiritual Values. On the surface items under Moral Press are sometimes difficult to distinguish from those scored under Social Relationships, but it was hoped that items would reflect whether or not the school is stimulating pupils toward behavior guided by ethical standards and ideals above common social norms.

Home-School Relationships. A part of American educational philosophy is that the public schools belong to the people and that parents have a vested interest in the education of their children. Items under Home-School Relationships were selected to reflect the extent to which pupils view home and school as partners in education.

Vocational Aspirations. Statements under Vocational Press were not designed to show vocational choices or even levels of vocational interest. The intent was to discover whether pupils recognized the importance of vocational planning and understood the relation of education to vocational determination.

Civic Responsibility. Items under Civic Press were formulated to reflect pupil interest in and awareness of responsibilities in school, civic affairs, and government.

Aesthetic Appreciation. Press toward Aesthetic Appreciation was judged by pupil reaction to participation in creative arts and enjoyment of the artistic efforts of others.

Acceptance. Nearly all teachers express the desire for pupils to feel accepted and secure at school. Items in this area were selected to test such feelings and were directed toward pupil relationships with each other as well as with school authorities and school structure.

Independence. Statements of school philosophy and goals of education traditionally point to the importance of pupil independence and self-direction. Items under this press elicited evidence of whether independent or dependent behavior was valued and rewarded in the school.

Reliability studies on the basis of two KESE administrations to the same groups of children show a test-retest reliability of .793 which is judged to be quite high in light of the type of instrument and grade level of the children involved. Development and item selection, which were a part of the instrument construction, as well as the nature of the questions, imply a reasonably high level of content or face validity.

In earlier studies using the Keys to Elementary School Environment in selected public, private, and parochial schools, it was found that pupils felt a positive press toward intended objectives in seven of the ten fields: intellectual improvement, health and physical fitness, home-school relationships, vocational aspirations, social relationships, civic responsibility, and aesthetic appreciation. They felt no significant press toward moral and spiritual values or toward feelings of acceptance and emotional security. They felt a significant negative press away from independence.

When analyzed on the basis of school and race, pupils reflected more differences in perceptions than when compared by sex and levels of achievement. More than two-thirds of the 120 items revealed significant differences between children when classified by school membership. Press appeared to be higher in schools where pupils were taught by teachers of their own ethnic group. Girls showed a higher press toward home-school relationships than boys, although there was little general difference in the perceptions of pupils when classified by sex. Slightly more separation appeared when children were judged by levels of achievement. A pattern of stronger press, although not statistically significant, was reflected by children of low achievement rather than by higher achieving pupils. Results indicate that Keys to Elementary School Environment could selectively identify environmental press in elementary schools when children were classified by school, race, sex, and level of ability. Like a kaleidoscope, the instrument presented different pictures of press when turned to different angles (Webb, 1967).

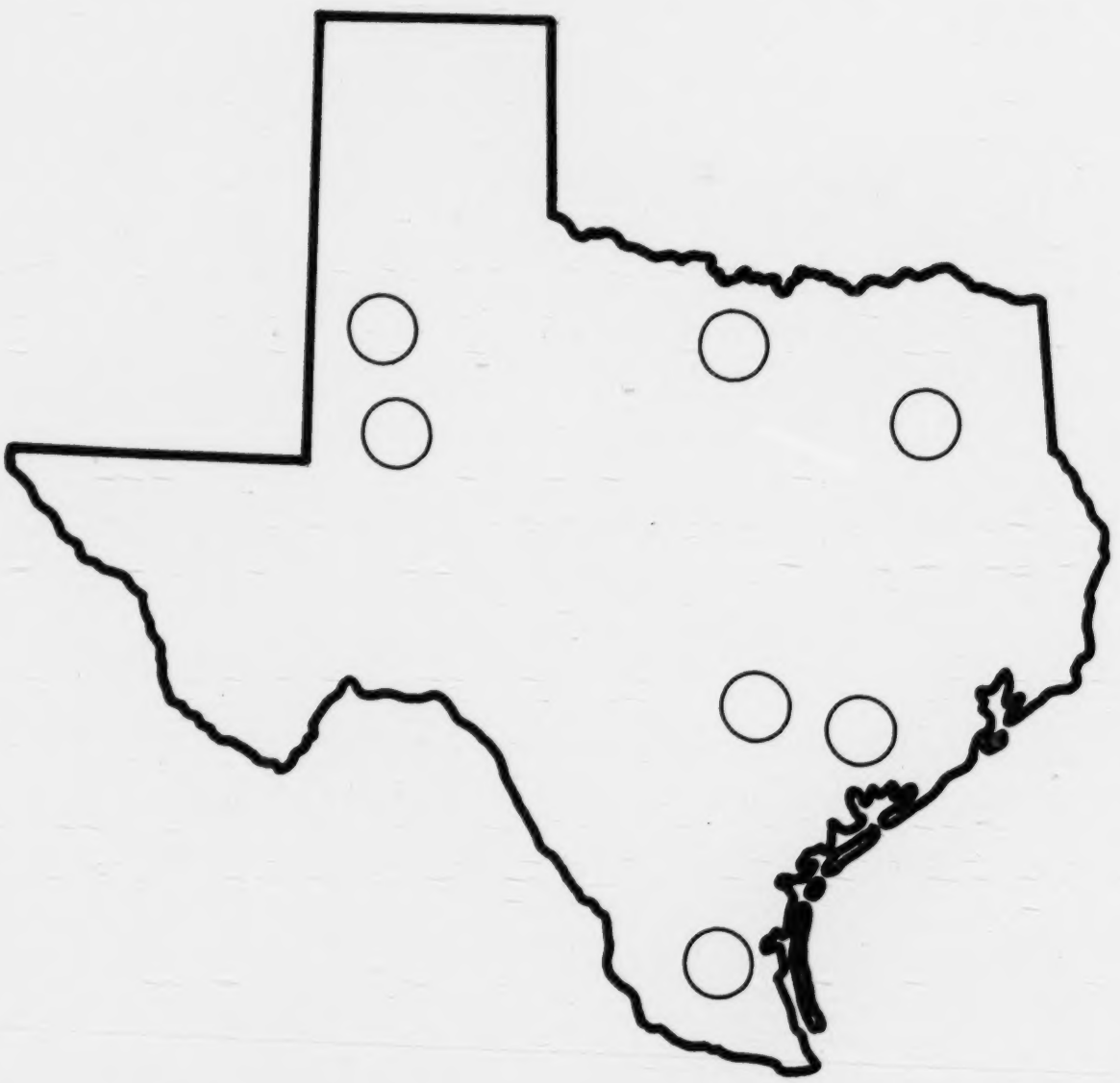
For purposes of this study, the KESE has been administered to a wide sample of pupils in grades five and six. Replies from 5,124 pupils in 43 schools are reported as part of this extensive research project. The composition of the sample for the norm group is presented in Table 1. Figure 1 shows the geographic distribution of participating schools. While there were numerous requests from schools outside Texas to contribute to the sample, it was decided to restrict the present study to schools sharing a common state philosophy and a single administrative direction.

Each school which participated in the research on environmental press received a detailed analysis of the 10 areas of its environmental press further divided by grade, sex, achievement level, and ethnic group. Schools were cautioned that while comparisons with the established norms may be made,

this is not the primary purpose of the instrument, nor is evaluation of individual pupil response. The major value lies in determining how the press is perceived by pupils in the school as a whole or by various segments of the school population. Reports and resultant conclusions are based upon the percentages of pupils reflecting press, calculated for each item and for the total of each area of press. Charts presented in the Appendix show the responses of these elementary school children by classification group.

TABLE 1
DESCRIPTIVE DIVISIONS OF THE SAMPLE
(Based on number of completed and usable responses)

Student Classifications	Number	Percentage
GRADE LEVEL		
Fifth Grade	2,021	41
Sixth Grade	2,873	59
SEX		
Boys	2,667	52
Girls	2,444	48
ETHNIC GROUP		
Mexican American	1,476	29
Negro	359	7
Anglo	3,282	64
PARTICIPATION IN TITLE I PROGRAMS		
Title I	2,622	51
Non-Title I	2,051	40
Unknown	451	9
ABILITY GROUPINGS		
Low Ability Group	803	16
Average Ability Group	832	16
High Ability Group	611	12
Non-Grouped	2,878	56
TOTAL GROUP	5,124	100



Circles represent one or more schools located in this area participated in providing research data

GEOGRAPHIC DISTRIBUTION OF PARTICIPATING SCHOOLS

(N = 43)

Figure 1

EVALUATION OF ENVIRONMENTAL PRESS

There can be no assurance that all elementary children in the fifth and sixth grades will view their school environment in precisely the same ways as have the students in the current study. It would seem, however, that the distribution and size of the responding group might be indicative of the press felt by such children in schools in the Southwest. The analysis of responses to the Keys instrument by over 5,000 children does lend itself to some broad statements as to how students feel about the ten areas of press. Their perceptions are timely and honest, reflecting their views of school, teachers, other children, and the learning setting. As such, a general review of these views will help to make comparisons between how children see the school and how teachers believe the school should be. First, an overview of the 10 areas of press should provide a general understanding of the thoughts children have about the broader purposes of their educational environments as well as some major similarities and differences between groups of students.

Intellectual Improvement. A fundamental objective of education is the imparting of intellectual skills. Elementary school students apparently felt the press in areas concerned with seeking new information, striving for good grades, interest in reading and the sciences, and enjoyment of learning activities; and they see value in completing high school. Little or no press was found toward outside educational assignments or valuing grades over sports. Significant negative press existed toward individualized instruction and the necessity to do homework in order to succeed in school.

Relatively the same pattern was found for subgroups based on grade level and sex, while in the ethnic groups the Anglo pupils exhibited significantly less press in a number of the intellectual areas. Pupils not in ESEA

Title I schools also reported less press in intellectual areas than those in Title I schools. Low ability groups, when compared with pupils in high ability classes, showed differences in concern for grades and in evidence of individual instruction.

Health and Physical Development. The press toward healthful living has been a part of educational objectives for more than a century. Elementary school pupils felt the press of this objective in activities related to group physical exercise, health care services, health education, and organized sports. Apparently no press was felt toward school nurse programs, playground supervision, or individual exercise. Negative press appeared in areas related to out-of-school sports, admiration for those who excel in sports, and ease in talking to teachers about personal problems.

Less press in health areas was observed for sixth grade pupils and for boys than for fifth grade pupils and girls. Wide differences showed up between ethnic groups, with Anglo pupils generally feeling less press. Negro pupils and low ability groups seemed to value sports and recreational activities more than either Mexican American or Anglo pupils, while Title I pupils, Negro, and Mexican American pupils utilized the services of the school nurse mmore.

Social Relationships. The social atmosphere in the class and school setting provide press for pupils to enjoy meeting various kinds of children, being honest and truthful with others, working cooperatively, participating in organizations and parties, and exhibiting democratic attitudes in playing with and talking to other children. No press was noted in resolving arguments, sharing work, dispelling fears, or discussing friendships.

Differences between girls and boys were not as great as might be thought for this area of press, with girls showing somewhat more press than boys in most items. Some answers reflected ethnic differences although

these disparities were perhaps not as great as might be predicted by professional educators. Press was exhibited in every item by least one of the three ethnic groups in the study, although a relatively low level of press was seen in items dealing with arguments, fears, and cooperative working activities. Generally, non-Title I pupils and high ability groups exhibited more press in social areas, but the differences were small and reflect little variation from the patterns of the total group.

Moral and Spiritual Values. Despite the obvious variations in specific interpretation of moral and value judgments, schools propose to install ethical considerations in a number of general areas. For this area of press, high value was placed on elements of trusting others, concern for basic honesty, use of polite language, and avoidance of coercion, threats, and fighting. No press was felt toward writing dirty words, theft, or being fearful of others.

The same general pattern was seen in all grade levels, Title I schools, and sex groupings, although sixth grade pupils and Non-Title I pupils exhibited less press and girls somewhat more press on individual questions. There was less difference in press for this area where ethnic groups are concerned than in other press areas. Perhaps the greatest variation was in the appearance of dirty words in school. Anglo pupils exhibited a significant negative press, and Mexican American pupils exhibited positive press; but again, not to a significant degree. Similar differences were noted for ability groups, with low ability students viewing theft and the writing of dirty words in a much less serious light than high ability students.

Home-School Relationships. Today, more than ever before, the school is making dramatic efforts to bring parents into closer contact with school programs. As elementary school pupils evaluated the result of this effort, some, but not all, viewed the effort as successful. Students felt press

primarily toward their parents being welcome at school, opportunities for parents and teachers to talk, and parents welcoming a visit from the teacher. Significant negative press was found toward teachers visiting in the homes of students. No press was seen in discussing school activities at home, talking about families in school, or teachers being receptive to calls from parents.

These patterns also held true for groups classified by grade level, sex, and Title I schools; girls, fifth graders, and Title I students felt somewhat more press regarding the topics covered by the questions. Ethnic groups and ability groups responded to the home-school questions with more variation. Anglo and high ability pupils felt considerable negative press where teachers' visits to homes and calls from parents to teachers were concerned. Low ability students, Mexican American, and Negro pupils exhibited greater press in all areas dealing with parent visits to school and a general concern for closer relationships between the home and the classroom.

Vocational Aspiration. Press toward planning for the future, especially when it involved a broad concern for the world of work, has reflected in responses regarding vocational emphases in schools. Highly significant press was felt in relating school work to future jobs, appreciation of the value of education, planning for high school and college, and consideration of the attributes of success. There was evidence that pupils thought out-of-school activities were important to one's vocational future and that parents discussed jobs and vocational planning with their children. There was less indication that field trips were used to focus on vocational possibilities or that specific mention was made of various vocational training requirements and opportunities.

Fifth grade pupils reflected more press than sixth grade pupils in vocational areas; and girls perceived more activity in this direction than

boys, although considerable press was felt by all students in these groupings. Low ability and high ability groups saw vocational emphasis more similarly than they viewed other press areas, differing only in the more practical aspects of field trips and emphasis on training topics which low ability groups found more important. Mexican American and Negro pupils felt more press than Anglo pupils in all vocational variables except the certainty of completing high school. Anglo students also reported significant negative press relating to specific vocational training.

Civic Responsibility. Emphasis on the importance of citizenship, the fundamental character of American life, and the value of democratic ideals abounds in the elementary school. There was every indication that most students responded to these characteristics of our society in positive ways. Press was demonstrated in school activities which emphasized classroom citizenship, social and political aspects of the nation, and democratic sharing of responsibilities. Less press was felt in becoming knowledgeable about elections, and no significant press existed in emphasis of out-of-school activities related to citizenship. Significant negative press was found in the teacher's behavior toward selection of those students who would be permitted to assume leadership roles in class.

Again, fifth graders more than sixth graders, Title I more than non-Title I, and girls more than boys felt press toward activities in the civic and citizenship area. Mexican American and Negro pupils showed more press than Anglo pupils, but the differences were not great. Low and high ability groups varied on individual responses, but one group was not consistent in reporting higher press. High ability groups felt greater press for patriotic values than did any other sub-group, yet minority students reflected essentially the same presses in these areas as did Anglo students.

Aesthetic Appreciation. Aesthetic press was shown by elementary school children in activities related to painting and drawing and interest in music and musicians and reading and reciting poetry, as well as concern for beauty in the school. No press was felt for teacher emphasis on art and artists or for availability of flowers and plants in the classroom. Negative press was found in listening to music in the class and in finding music at home similar to that in school.

As those familiar with upper elementary children might predict, fifth graders felt more aesthetic press than sixth graders and girls more than boys. Similar higher press was found in Title I schools and with low ability groups, which might not have been anticipated. Generally, few major differences were noted between ethnic groups, but Anglo pupils exhibited less press than Mexican American and Negro pupils in reading poetry and concern for beautiful surroundings.

Acceptance and Emotional Security. Fourteen of the 20 press scores in the acceptance and emotional security area revealed significant press for the students in this study. The children reported press toward the accepting atmosphere of the classroom created by the teacher as well as freedom to participate in the classroom activities. A general air of friendliness prevailed stemming from interest and respect for each other between students and teachers. No press was felt toward humor in school, fairness of teachers, fear of others, or punishment. There was indication that pupils did not feel comfortable talking to teachers about personal problems, and there was negative press toward the teacher's choice of those selected to help with classroom activities.

The press of acceptance was somewhat stronger for fifth grade than sixth grade pupils, but the overall pattern was similar to that for the total sample. Girls showed more press than boys in acceptance from teachers

while boys tended to report higher press in acceptance from other pupils. Ethnic group differences were greatest in the feeling of Anglo students that the school was not a happy and friendly place. Mexican American and Negro students did not seem to have this more negative view of the classroom setting. Title I students reported stronger feelings of acceptance in almost all areas than did non-Title I students, although the latter group saw the cohesiveness of groups as more important than the Title I pupils. Low ability group pupils appeared to trust teachers, both as individuals and as directors of group behavior in the class, more than did high ability students.

Independence. Elementary school children in this study felt press on most of the independence press factors. Self-direction was important, although it fell short of self-determination in class activities. Students were partners in the planning process and were expected to keep busy and follow directions, but they did feel free to seek additional assistance if there was need for clarification. No press was reported for total independence in either planning or in class activities. Negative press was found in independent use of visual aids, freedom for library visits, and existence of unnecessary school rules.

No major differences in patterns of independence were noted for grade level, Title I, or sex classifications. The differences found were small and somewhat scattered. There was some press felt for similar activities and more teacher direction with fifth graders, while sixth grade pupils felt the pressure of heavy work schedules and found regulations in the school somewhat less confining. Greater variations were found in other sub-groups. Mexican American pupils felt more confined by rules and preferred less teacher direction than Negro and Anglo pupils. Anglo students felt more freedom in academic activities, while Negro pupils felt more freedom in

planning classroom assignments. Low ability students felt press toward freedom in developing their own assignments, with high ability students reporting greater restrictions on independent planning and study activities.

PRESS DIFFERENCES BETWEEN GROUPS

Differences between groups of pupils in perceptions of the school environment give at least a general indication of how they see their schools. These differences can be summarized using the responses to individual questions. The comments which follow do not indicate how the group viewed the classroom, but only how its view differed from the comparative group. The summary view of each major grouping of pupils appears elsewhere in this report. No indication of how either grade level viewed the school environment as a whole can be gained from this description.

To say that fifth graders are more interested in reading and poetry than those in the sixth grade gives no indication of the extent either group is interested in such activities. Actually, the fifth grader does value these areas, or feels press toward these educational objectives to a considerable extent. Quite low press toward the objective could have been the case, and the statement could remain both accurate and descriptive even if major differences between the grade levels occurred. Reference to the significant differences as reported will give not only the level of significance but also the amount and direction of press for individual questions for each of the subgroups.

While the exact level of concern, or press, is ultimately important, at this point we are interested in making some general statements about the differences between the identifiable groups of pupils. These conclusions are drawn from the significant differences at the .05 and .01 level derived by statistical computation of pupil responses using the Chi Square technique, with the item analysis reported in the Appendix.

Grade Level Differences. Differences between fifth grade pupils and sixth grade pupils are few in number and scattered throughout the 10 areas

of press. No significant differences between these grade levels were noted for any items in the Moral and Spiritual area of press, and no significant differences occurred for any of the total press scores. A comparison of fifth grade responses as distinguished from sixth grade responses shows:

FIFTH GRADE	SIXTH GRADE
More interest in reading and poetry	Less interest in remaining in school
More freedom and mobility in class activities	Less value placed on homework
Less likelihood of engaging in co-operative school projects	Less likelihood of finishing high school
More time spent in art and music	Less time spent by teacher in guiding social behavior
More field trips and discussion of vocational opportunities	More discussion of girlfriends and boyfriends
	Less concern over American way of life
	More independence in academic activities

Boys and Girls. No major differences between responses of boys and girls appeared in any question in Vocational or Civic areas of press, and the total press scores revealed no major differences. A review of individual question responses indicated that boys and girls tended to be:

BOYS	GIRLS
Less likely to utilize services of school nurse	More likely to perceive positive comments from teachers and other pupils
More likely to see the classroom as more restricting	More likely to be interested in talking about families
Less likely to show fear of other children	More interested in reading and poetry
More likley to see unnecessary rules at school	More likely to talk to teacher about personal problems

Mexican American and Anglo. When Mexican American and Anglo children were classified as to ethnic group, there were numerous differences in each of the areas of press, with greater differences in health, home-school, vocational, and aesthetic press areas noted. The two groups saw:

MEXICAN AMERICANS	ANGLO
More individual attention from teachers	Less opportunity for individual activity and freedom in the classroom
More recreational and social activities available	More freedom available outside classroom
More medical and health care facilities available	Less friendliness and honesty among students
More interest in cultural mix in the school	Little direction from teachers in behavioral areas
More interest in academic areas and learning	Little beauty in the class or school
More fun in school	Less concern for the future
More fighting, writing dirty words, and acting rough	Little encouragement to share school experiences with parents
More honesty among students	Little desire for parents to visit the school

Mexican American and Negro. Responses from Mexican American pupils and Negro pupils showed differences in each of the areas of press but no major differences in total press evaluations. Specific responses to questions indicated the two groups found that:

MEXICAN AMERICANS	NEGRO
Few students belong to clubs and organizations	Too much emphasis on homework and out of school assignments exists
Pupils are dishonest	Teachers don't trust students to behave without supervision
Teachers spend time helping students with social relationships and cooperative activities	Teachers talk to parents and visit in students' homes
Teachers spend time on the importance of living in America	Teachers help students plan for the future
Teachers take time to plan homework	Teachers show favoritism
	Pupils have freedom outside the classroom
	The school has many rules which are not needed

Negro and Anglo. When divided by ethnic classification, Negro and Anglo students responded differently to questions in each of the areas of press and showed major differences in health, home-school, vocational, and aesthetic press areas. For many of these individual questions and press areas, the Negro pupil's response was similar to that of the Mexican American, yet both differed significantly from that of the Anglo pupil.

Responses to individual questions which characterize these differences for the Negro and Anglo pupils included:

NEGRO	ANGLO
Teachers encourage out of class educational activities	Pupils are not concerned over health and do not visit the school nurse
Teachers spend time helping individual pupils	Pupils are not comfortable discussing personal problems with the teacher
Academic subjects are emphasized	Teachers trust pupils but don't encourage them to help each other with work
Pupils are encouraged to tell parents about school and invite parents to visit	Students participate in class planning, but there is considerable structure
Teachers are concerned for the future	School does not emphasize art or provide beautiful surroundings
Students prefer for teachers to tell them what to do	Teachers are interested in pupils' out-of-school activities
Children enjoy school and have a good time learning	Pupils don't share school experiences with their families

Title I and Non-Title I. There were some differences in individual responses within each of the areas of press, but no major differences in total press categories between those pupils who are enrolled in Title I schools and those who are not in Title I schools. Those differences in responses which occur can be summarized as:

TITLE I	NON-TITLE I
Pupils are interested in the academic subjects and enjoy learning	Schools are confining and there is little chance for activities
The school nurse helps students learn to be healthy	Pupils form cliques and don't relate easily with others
Pupils are comfortable talking with teachers about personal problems	There is little emphasis on learning to get along with others and be friendly
Pupils enjoy the cultural mix in the school	There is little music in and decoration of the classroom
Children are friendly and often talk about their friends	School is a structured setting with little freedom for individual activity
Parents are encouraged to visit school, and pupils talk about their families	
Parents will be glad when children are out of school	

Low Ability and High Ability Groups. While the majority of students who responded to the Keys were in classes which did not group by ability, there were sufficient numbers assigned to low and high ability classes to make it possible to compare the two groups. There were significant differences between the two types of classes in answers to individual questions in each of the press areas. The total press area of health also showed a significant difference of response. The differences in ways in which these students viewed the classroom environment can be summarized as:

LOW ABILITY GROUPS	HIGH ABILITY GROUPS
There is emphasis on school subjects and discussion about what is being studied	Pupils admire those who make good grades because they know individuals must study hard to succeed
The school nurse helps students learn to be healthy	Students do not feel comfortable discussing personal problems with teachers
Children are friendly and think it wrong to fight, yet they occasionally threaten others and write dirty words in school	Teachers spend little time in helping students learn to get along with others
Teachers emphasize the importance of learning in the future	There is little encouragement for students to talk to parents about school
Teachers play favorites and send students out in the hall for punishment when they should be strict but fair	Students learn about America and its greatness
Teachers visit in homes and talk about how families should work together	There is little beauty in the school
Pupils plan many of their own activities	Teachers are often angry and upset
	The school tends to be structured, but pupils do not like to have teachers tell them what to do

TOTAL PRESS BY CLASSIFICATION GROUPS

It has been pointed out that earlier studies using the Keys revealed that pupils felt positive press toward the alpha or implicit educational objectives in seven areas: intellectual, health, home-school, vocational, social, civic, and aesthetic areas of press. No significant press was revealed toward moral and spiritual values or toward feelings of acceptance

and emotional security. They reported a significant negative press away from independence. Some patterns of press had been noted between boys and girls, low achievement and high achievement groups, and types of schools attended. Analyzing the evaluation of the elementary school by children who were classified by these and other types of groupings has been pointed out as one of the major purposes of the current research project. Some general statements with reference to how children in these groups or classifications viewed the school environment and whether the environment presented a significant press toward or away from one of the areas can be drawn from the results.

Grade Level Classification. No significant press was noted for either fifth or sixth grade pupils in areas of health, moral, acceptance, or independence. As had been noticed in earlier studies, there was negative press in the independence area, although it was not at a significant level. Significant positive press was exhibited by both fifth and sixth graders in intellectual, social, home-school, vocational, civic, and aesthetic areas. The latter three elicited far the most significant beta press scores for the grade level groups.

Boys and Girls. When classified by sex, boys and girls responded somewhat differently to areas of press; but no significant press was noted for either group in health, moral, acceptance, or independence press areas. Significant positive press was found in the intellectual area as well as in social and home-school; however, in all three areas, girls showed much higher press scores than did boys. Quite significant press was found in vocational, civic, and aesthetic areas, with girls showing a higher level of press than boys.

Ethnic Groups. While there were differences among Mexican American, Negro, and Anglo students within each of the press areas, no significant

press was shown by any of the ethnic groups for moral, acceptance, or independence areas. Mexican American and Negro students showed significant press in health and home-school areas while the Anglo students failed to show such press. All three ethnic groups showed significant press in intellectual, social, vocational, civic, and aesthetic areas, with the latter three showing extremely high press scores.

Title I and Non-Title I Schools. No significant press was shown by either Title I or non-Title I students in health, moral, acceptance, or independence areas of press. Significant press was shown in intellectual, social, and home-school press with Title I students demonstrating more press than non-Title I students. Highly significant press was noted in vocational, civic, and aesthetic areas, with Title I students demonstrating more press than Non-Title I students in the last two areas.

Low Ability and High Ability Groups. No significant press was noted in moral, acceptance, or independence areas in either of the ability groupings of students. Significant press was not shown in health or moral areas by the high ability group, but press was significant for the low ability group in these two areas. Significant demonstration of press was found for both groups in intellectual, home-school, vocational, civic, and aesthetic areas of press, with the low ability group demonstrating higher press in each of these areas.

Total Group. When taken as a total group of over 5,000 elementary school children, the students showed no significant press for areas of health, moral, acceptance, or independence. Significant press was noted for intellectual, social, and home-school areas, while very significant press was found in vocational, civic, and aesthetic areas of press.

CORRELATION AND FACTOR ANALYSES STUDIES

The most valuable information to be gained from the use of the Keys in any school situation is the analysis of the individual press items in the ten categories and the comparison of differences between groups and subgroups. It is felt, however, that there is much more information in the detailed analysis of results if ways are found to unlock it. Part of this approach is the standard review of such typical statistical information as range, mean, standard deviation, skewness and kurtosis, significant difference, and the correlation matrix.

Correlations for these data must be attempted entirely on an exploratory basis since the data, as such, do not lend themselves to such statistical analysis. To determine the relationship between areas of press through calculation of a Pearson Product Moment is a sound procedure, since one is dealing with continuous data, whereas a correlation between specific questions on the evaluative instrument could not be interpreted in the same way. The environmental press correlations for such areas will be found in Appendix C.

The raw data from students on the instrument result in a dichotomization of answers for individual questions; and the use of the Product Moment Coefficient of Correlation to express a ratio indicating the extent to which questions are dependent upon each other is likely to be spurious, if not misleading. In the process of experimental research, however, the questions used in the press analysis were subjected to a computer correlation program which produced the lower half of a correlation matrix showing almost 8,500 correlations between the items used in the survey. This matrix is not reproduced due to its complexity and also its questionable statistical validity. The point of mentioning it at all, beyond the experimental attempt, is to

report the extremely small number of correlations between items which could be interpreted as high relationships. For the 8,500 correlations, less than 25 are significant at the .01 level in the uni-ethnic groups and less than 90 in the total sample, with none being more than .60 in magnitude. Despite the somewhat unsound statistical basis for such correlations, it was surprising that such a small number of significant relationships between items was found.

The majority of the high relationships between items were rather obvious ones between questions which had logical commonality. Such is the case, for example, with the .56 correlation between the item "Pupils have responsibilities for helping in the classroom" and the item "Pupils often get a chance to stretch their legs and get a breath of fresh air." It is presumed that if one has an opportunity to help in the classroom, one also has considerable opportunity to move around. The same might be said for the relationship between the items "Pupils like for their teacher to read stories to them" and "Pupils often talk about the subjects and ideas they are studying in school." With a .50 correlation these items would seem to point to the fact that those who enjoy having the teacher read to them also like to discuss what has been read, something which may have been observed to be true of most intermediate grade children.

Other high level correlations are not quite so easily explained, and perhaps it would be best to discount such correlations as not really indicative of relationships between items. It is interesting, however, to contemplate the .56 correlation for the Anglo group between the item "Pupils often work together on projects," and the item "Most teachers like the pupils they teach." A person with a positive outlook might well draw a conclusion that when pupils are given freedom to work together on projects, there is implied a feeling that the teacher likes the pupils as

individuals. For the total group, a correlation of .55 between the item "Children and teachers often listen to music while they study or work" and the item "Most children are friendly with everyone" might prompt a conclusion that when teachers take the time to have children interact with music in the classroom and to develop an informal atmosphere, a resulting air of friendliness is fostered. While neither of these is too difficult to conclude, such observations may be as erroneous as the statistical correlations. At best, it is known only that there were some items with a high degree of relationship but no certain answer as to why the relationship existed within a given group of students. This might be illustrated by the negative correlation of -.42 between the item "Some pupils misbehave a lot without being punished, but others are punished for every little thing they do" and the item "Pupils like for teachers to visit in their homes." One might be tempted to conclude that students are afraid parents will find out either that they are being punished a lot or that they are doing things for which they should be punished but aren't. Of course, the most logical conclusion is that there is a high tendency to answer these questions in the opposite direction from each other.

The use of factor analysis on the data derived from the responses of students to the Keys can also be supported on the basis of the exploratory nature of the study. Responses from a sample of approximately 400 students representing the three ethnic groups included in the study have been selected for an exploratory factor anlysis of the data. The necessary ratio between the number of variables and the number of subjects which yield meaningful factors is usually stated as either 1:3 or 1:4, which would make a sample of this size within the limits of the recommended ratio. Factor analysis with dichotomous rather than continuous data has also been used and defended for studies involving personality variables and similar types of test data.

Since recommendations for the involvement of similar types of data in factor analysis are not uniform and at times not clear, the tentative nature of the present study is emphasized.

Perhaps a major defense of factor analysis as used here lies with the accepted use of such procedures on experimental test data and as a technique for the explanation of relationships between variables. The factor analysis routines are presented as ways to understand the variables for purposes of clarification in an area which has little, if any, available explanation or conclusion. The results are to be treated as tentative and as directional rather than absolute.

The primary purpose of using the computer factor analysis program in this study was to determine the underlying structure and inter-relationships of patterns of students' responses to the Keys' questions. Scores of the subjects on the 120 questions were subjected to the factor analysis program routine using correlation matrix, which is factor analyzed by the components method. The resultant centroid matrix was then machine rotated by the normal varimax rotational procedure and refined by the promax rotation. This analysis yielded 10 rotated factors, each having a number of significant promax loadings. Approximately one-half of the variance was extracted by the 10 factors. The program was directed toward extraction of 10 variables or 90 percent of the variance and obtained the 10 factors before the 90 percent maximum level was reached. It should be noted that the first factor extracted the major portion of the variance with the remaining factors, accounting for relatively small amounts of variance. Table 2 reports the factors accounting for variance while Table 3 shows the intercorrelations of the 10 factors which were rotated out of the matrix with correlations below plus or minus .500 eliminated.

Table 4 shows the 10 factors resulting from the factor analysis routine with the questions in each factor found to have a promax loading above the .40 level. Since no significance or confidence levels for such loadings have been statistically established, the .40 level was selected as relatively conservative. Loadings of this magnitude are generally agreed to indicate close relationships within the clusters of factors, while those below this level do not. The press area for each question is indicated, and a name has been assigned to each factor to convey something of the context of the group of questions which received high factor loading.

Factor One: Teacher Direction. The questions in this factor indicated that a group of students generally viewed the class as behaving through directions from the classroom teacher. Apparently, teachers controlled much of the response through their inquiries and directions, both as a part of the instructional program and in the general discussion which took place in the classroom.

Factor Two: Pupil Behavior. This factor showed that many students see pupil behavior in a relatively negative light. This group of students apparently saw their classmates as prone to verbal and overt misbehavior as well as expressing general feelings of superiority. The heavy loading on question 92 for this group might be interpreted to mean that these students would have liked teachers to be more actively involved with their parents, or they may have been reporting the concern parents expressed for their behavior in school.

Factor Three: Pupil Activities. The third factor tended to deal with the non-academic areas of school and out-of-school activities. There was some concern for the future as well as enjoyment of the present reflected in this group.

TABLE 2
FACTORS ACCOUNTING FOR VARIANCE

Factor	Factor Name	Variance	Cumulative Variance
1	Teacher Direction	43.91	43.91
2	Pupil Behavior	6.24	50.15
3	Pupil Activities	3.87	54.03
4	Classroom Order	3.04	57.06
5	Who Cares About School	3.05	60.11
6	Who Cares About Us	2.47	62.58
7	After School	2.08	64.67
8	Outside School	2.15	66.82
9	Parental Involvement	2.23	69.05
10	Outside the Curriculum	2.00	71.05

TABLE 3
FACTOR CORRELATIONS

Correlations below plus or minus .500 have been eliminated.

	1	2	3	4	5	6	7	8	9	10
1		.761	.750	.593						
2	.761		.669	.578	.613					
3	.750	.669			.503			.595		.583
4	.593	.578			.764	.578				
5		.613	.503	.764		.587				
6				.578	.587					
7										
8		.595								.579
9								.579		
10		.583								

TABLE 4
FACTOR TABLE

Question		Press Area	Promax Loading
	Factor One: Teacher Direction		
58	Most classes have pupils appointed or elected to welcome guests and help visitors or new pupils.	Civic	.644
36	Teachers talk with pupils about the ways members of a family may help each other.	Home-School	.621
51	A lot of pupils write "dirty words" on the walls or desks at school.	Moral	.497
46	Teachers talk with pupils about the way they should dress and and behave at parties.	Social Relationships	.495
91	Teachers talk with pupils about pictures and artists.	Aesthetic	.490
	Factor Two: Pupil Behavior		
114	Some pupils talk ugly to others on the school ground and on the way to and from school.	Moral and Spiritual	.636
90	Many pupils think they may be famous, wealthy, or important when they are grown.	Vocational	.506
70	Children often talk in an ugly way when the teacher is out of the room.	Moral and Spiritual	.427
51	A lot of pupils write "dirty words" on the walls or desks at school.	Moral	.427
92	Most parents would welcome a visit from their child's teacher.	Home-School	.420
34	Pupils often talk about the college they will attend.	Vocational	.416
	Factor Three: Pupil Activities		
120	Nearly all pupils in this school will finish high school.	Intellectual	.697
28	Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.	Social Relationships	.517
27	Most children like to talk about their families at school.	Home-School	.460
98	Nearly every room in our school has something beautiful in it.	Aesthetic	.415

Question		Press Area	Promax Loading
	Factor Four: Classroom Order		
96	Teachers wish pupils would follow directions without asking why.	Independence	.607
86	Pupils learn how to preside and manage discussions in an orderly way.	Civic	.501
94	Most children feel relaxed and happy at school.	Acceptance	.476
9	Teachers encourage children to talk with their parents about what happens at school.	Home-School	.402
117	This school has many rules which are not needed.	Independence	.401
	Factor Five: Who Cares About School		
84	Pupils often talk about parties and social affairs.	Social Relationships	.589
4	Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other.	Independence	.564
96	Teachers wish pupils would follow directions without asking why.	Independence	.477
55	Parents feel free to talk with teachers about school.	Home-School	.413
20	Most pupils try hard to get good grades and do better than other pupils.	Intellectual	.411
	Factor Six: Who Cares About Us		
33	Pupils admire the ones who are honest and fair.	Moral and Spriitual	.657
2	Pupils enjoy looking for information and finding out new ideas.	Intellectual	.558
43	The principal, nurse, or teachers help to get glasses and medical care for children who need them.	Health-Fitness	.504
53	The school nurse helps pupils learn how to be healthy.	Health-Fitness	.502
	Factor Seven: After School		
80	Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school.	Vocational	.545
109	Pupils in this school are proud to be Americans.	Civic	.534
56	The school often has parties for pupils.	Social Relationships	.492
104	Everyone in this school knows what he is supposed to be doing every minute of the day.	Independence	.492

Question		Press Area	Promax Loading
	Factor Seven (Continued)		
24	The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate.	Vocational	.436
100	The main reason pupils stay in school is that they enjoy learning.	Intellectual	.419
	Factor Eight: Outside School		
39	Teachers like for pupils to look at special TV programs on public affairs and foreign relations.	Intellectual	.609
50	Teachers usually plan assignments without discussing them with pupils.	Independence	.452
6	Teachers talk with pupils about ways school subjects may help them in future jobs.	Vocational	.439
119	Pupils like to listen to the same kind of music at home that they learn at school.	Aesthetic	.421
1	Pupils have responsibilities for helping in the classroom.	Civic	.400
	Factor Nine: Parental Involvement		
55	Parents feel free to talk with teachers about school.	Home-School	.643
64	Children like for their parents to visit school.	Home-School	.494
31	Some children think they are better than others.	Acceptance	.432
95	Most pupils think it is wrong to fight.	Moral and Spiritual	.424
13	Pupils like for teachers to tell them what to do and how to do it.	Independence	.400
	Factor Ten: Outside the Curriculum		
28	Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.	Social Relationships	.630
27	Most children like to talk about their families at school.	Home-School	.597
72	Pupils enjoy going on trips to art exhibits and musuems.	Aesthetic	.509
17	Children and teachers often listen to music while they study or work on projects.	Aesthetic	.459
44	Pupils like for their teachers to read stories to them.	Aesthetic	.426

Factor Four: Classroom Order. The fourth factor seemed to indicate concern for the orderly direction of classroom activites. There was indication that this group of pupils viewed classroom management as a necessary, but not unhappy, consequence of school attendance.

Factor Five: Who Cares About School. This factor seemed to show that pupils placed importance on the positive aspects of school, specifically those which have to do with self-determination. There was an implied freedom and also competitiveness, but with overtones of a relaxed atmosphere still possible within the classroom structure.

Factor Six: Who Cares About Us. The loadings on factors within this group would indicate that pupils were positively motivated, but there were those within the school to whom one could turn for help and assistance when the need arose.

Factor Seven: After School. Factor seven groups those pupils who saw school, not so much for what it is at the moment, as for that to which it leads. The civic and vocational responsibilities of individuals are not only for the present but are important for the future.

Factor Eight: Outside School. The pupils grouped on the basis of this factor were looking beyond the school day in much the same way as the group included in factor three. There was indication, however, that pupils within this group related the activities outside the classroom to the curricular content of the school more than viewing them simply as enjoyable activities.

Factor Nine: Parental Involvement. This factor groups pupils who were concerned in one way or another about the parent-school relationship. The implied disciplinary edicts and the desire for authoritative direction within the classroom were coupled with the need to connect the life within the family with the life within the classroom.

Factor Ten: Outside the Curriculum. The last factor had loadings on variables which indicate activities related to the school but not necessarily a part of the curriculum. Involvement in clubs and organizations, family activities, and the aesthetic rather than strictly academic aspects of the classroom were emphasized as being important.

A more limited experiment in the use of factor analysis with small uni-ethnic groups did not prove helpful at this point. In two randomly drawn groups of Mexican American and Negro pupils subjected to factor analysis routines, the commonalities, or common variances, which appeared in more than one item were so low (below .10 for all variables) that not more than one factor was extracted for either ethnic group. For the Mexican American group, this one factor clustered around aesthetic and civic areas including only seven variables or relatively low factor loading. There was indication that these children did not see the classroom as a place where beautiful things are found, where one talks about pictures or artists, where one hears or recites poetry, or where one learns about music or composers. Pupils were not active in discussing how to succeed out of school. There was little evidence that pupils were proud to be Americans.

The single factor rotated from the Negro group also had few variables and low factor loadings. The obtained variables centered primarily around parent-relationships with the school and student behavior. The group tended to see little encouragement for pupils to talk with parents about what happened at school or to discuss how family members could work together; in fact, they preferred teachers not to visit the home. Children in school were not seen as competitive or interested in getting better grades than others. They were uninterested in the personal areas of health, music, art, and politics. They did not see it as particularly bad to fight. Few would bother with being a class officer or helping out with classroom activities.

It is quite likely that other groups of students, even of the same ethnic classification, might see school and the classroom differently. Further, there may well be more appropriate ways to review and pull together the typical characteristics of clusters of students within groups and sub-groups. At this point, there was an interest in at least searching for clusters of answers within groups of students, which might be informative or helpful in the search for student views of the classroom environment. Again, caution must be maintained in drawing conclusions from the use of factor analysis with the available raw data, even though personal experience may indicate that there are clusters of students whose views coincide with those identified through the factor analysis approach. At best, factor analysis may be a step toward unlocking the information which is felt to be incorporated within the students' answers. As of now, however, more dependence must be placed not only upon the general concensus of group attitudes about the classroom environment but also upon major differences between and within the identifiable groups, as covered in other parts of the research project.

The use of factor analysis with the teacher and administrator responses to the Keys items is even more tentative than the application of this procedure to student responses. This situation results from the smaller number of individuals in the sample as well as the nature of the responses. Such routines were applied, however; and two factors were rotated out of the matrix for both teacher and administrator responses. For the teacher group, the first of these factors reflected an ideal of the classroom situation. Teachers felt that pupils preferred an atmosphere where the teacher was strict but fair, where considerable discussion was carried on with reference to good and bad behavior, and where pupils had responsibility for activities within the class. Through this atmosphere the teacher demonstrated that

she liked students and enjoyed working with them. A second factor reflected a constellation of responses which are more negative in nature. Apparently not all teachers saw the classroom as a delightful atmosphere, one in which the students were positively motivated and on their good behavior. The variables reflected in this factor indicated that some teachers saw students as complaining, as not always telling the truth, as frequently misbehaving and fighting. These qualities result in a need for considerable discussion with the parents about the students' lack of interest and generally poor behavior.

The factor analysis of the responses of administrators reflected two major groups with high factor loadings on selected variables. The first factor, as might be expected, was a general administrative one where administrators tended to view pupils as primarily interested in attending school and in learning for its own sake, admiring honesty and fairness in others, and seeing principals and teachers as fulfilling a helpful role in the school setting. The second factor, in much the same way as the teacher group, indicated that some administrators had less positive views about the school and students. This factor tended to include administrators who did not feel the school was a healthy and attractive setting. They felt there was little interest on the part of parents in working with the school, and little interest on the part of students in having them involved in such interaction. Teachers tended to like pupils and would welcome parents' becoming active in school situations if they could but find a way to do so. The primary interest in school attendance seems to be in terms of the accepted nature of the educational system in our society and the hope that it will help prepare the individual for gainful employment at some later date.

Large groups of teachers and administrators have not been readily available during the process of the current research project to respond to the Keys instrument. Additional numbers of teachers and administrators representing a wider geographic area and differing types of schools might well change both the percentages of responses to individual questions and the clusters which are reflected in the factor analysis. This limited investigation, however, seems to point to two major facts: (1) teachers and administrators do not respond to the Keys in the same ways that students do, and (2) there are major differences within these groups in regard to the nature of their responses.

While the groups of teachers and administrators used in the comparative project were small, the percentage of each group answering individual questions in the direction of the implied press may be compared to the percentage of students who answered each question in the same direction. Appendix C reports the percentages of teachers, administrators, and pupils who reflected press in each one of the items reported by press area. Although the sample of teachers and administrators was small, there were still significant differences between the two groups, and these differences are indicated on the table. Significant differences between responses of teacher or administrative groups and the total responses of pupils in the study, however, are not reported. Such differences might be somewhat meaningless at this point in that larger groups of teachers and administrators would be required for a more valid comparison. For many of the questions, there is little difference among the percentages of pupils, teachers, and administrators responding in the direction of press, while in others large differences will be noted. A review of the tables will show that approximately one-half of the individual items were responded to in the direction of press by approximately the same percentage of teachers and administrators as pupils,

if one uses a 10 percent bracket for purpose of comparison. In the other half of the items a higher percentage of professional educators reflected press. Occasional items will reveal wide discrepancies among the percentages of press reported by all three groups. Such differences are easily understood in items which must be based on individual attitude or opinion, such as item 29, "Pupils generally admire those who are good in sports more than those who make good grades," which reflected "no" answers for a press of 32 percent, 7 percent, and 58 percent for the teachers, administrators, and pupil groups respectively. Discrepancies are not so easy to understand, however, in items which elicit more nearly factual reporting of school activities, such as item 7, "Coaches help pupils on school teams after school." The latter item utilizing "yes" in the direction of press showed teachers', administrators', and pupils' responses at 29 percent, 60 percent, and 46 percent.

The significant differences between teacher and administrator responses to the KESE questions are also shown in Appendix C. The area of press, direction of press, group showing press to the greatest degree, and the level of significance are summarized on this same table. Teachers revealed significantly higher press in 10 areas while administrators reported higher press scores in 14 responses, although no great differences in large numbers of questions were found in any of the press areas.

HOW THE CHILDREN SEE THE SCHOOL SETTING

It is apparent that some general statements or descriptive elements emerged from this study showing how elementary school children view the school environment. The study data may be converted easily into central tendencies from which such statements may be drawn. However, this obvious culmination of the research project must avoid oversimplification and generalization. Neither can one afford to define averages if those averages represent the end of his concern for the pupils grouped into a given category. The philosophical justification for this research report rests on the theses that (1) understanding the child's concept of this environmental press is basic to understanding his behavior or modifying it, and (2) significant contributions to understanding an elementary child's perception of this school environment may be made by sampling his reactions to the specific aspects of that environment. This philosophy must not, however, be utilized as a continuation of educational convenience which is concerned mainly with "typical" or "average" responses of groups of children. The concern must remain focused on the life, attitudes, and behavior of the individual child.

While the present study does seem to produce results which allow identification of varying school climates and differences between groups of children in the elementary school, the collective perceptions may not be true for any given child or classroom, even in the schools which were used as part of the study. If one major objective of education can be defined as closing the gap between what students see the school as being and what teachers and administrators intend it to be, the results of this study should be helpful.

The alpha press, that which is specified by teachers, administration, and the school philosophy, was congruent with the perception of elementary

pupils in six of the 10 areas of press. Highly significant press was seen in efforts of the school to discover vocational interests of students in a general way and to emphasize the importance of vocational planning and concern for the future. The highest level of press was found in the school's reflection of concern for civic responsibility, the democratic way of life, and fundamental American society. Very significant press was also found in aesthetic areas in communicating to students the importance of the creative arts, the joy of beauty, and the appreciation of the artistic efforts of others. Significant press toward intellectual activities as they are related to the learning purposes of the school, the discovery of the importance of social relationships and their value to the individual in the group, and the expressed concern for home-school interaction was revealed quite clearly by the elementary school students in this study. Positive, but not significant, press was found in concern for the health and physical fitness of school children, the development of attitudes toward healthful living, and efforts to distinguish important moral and spiritual values which might be translated into a high standard of ethical behavior both in and out of school. Students in this study reported negative, but not significant, press toward acceptance in the school environment which builds feelings of security and emphasis on independence and self-direction.

CONCLUSION

Analysis of data in this research project involving responses from thousands of children in a variety of public elementary school settings indicates that students in the upper elementary grades have perceptions of the elementary school environment and can respond to questions which elicit evidence of the important elements of their perceptions. The Keys to Elementary School Environment, as the tool used to determine these perceptions, has been helpful in providing knowledge and insight through an analysis of pupil perceptions of environmental press in educational settings. Beyond the conclusions which may be drawn from the data, further analysis and application of the results may be used in the following ways:

1. Assessing the effectiveness of school curriculum, policies, and practices in the light of perceptions held by pupils as to what the school wants from them.
2. Improving school morale by discovering sources of pupil misconceptions and frustrations.
3. Counseling with individual pupils concerning perceptions of the school environment which might lead to conflict or unhappiness.
4. Checking patterns of perception of environmental press which might be characteristic of pupils with attendance or behavior problems.
5. Evaluating sources of stress or differences in perceptions of press for schools with multi-ethnic populations to improve relationships as well as to provide more relevant education for each ethnic group.
6. Identifying groups and subgroups whose perceptions may be atypical in such a way as to cause difficulty or to interfere with learning.

7. Studying effects of consolidation of school districts upon pupil perception of environmental press or the effects of any major changes in enrollment, programs, or projects.
8. Evaluating effects of particular patterns of press which may be predictive of success or adjustment in later grades, particularly those which may relate to retention, as well as those which may affect vocational planning.
9. Drawing conclusions from the impact of specific programs implemented in schools, which have changes in student understanding, attitudes or learning behavior as major anticipated outcomes.

There is evidence that we are moving toward more concern for the perceptions which children have, as well as what they may imply for our own behavior in reference to continuation or change of the elementary school structure. Perhaps we can at least accept their perceptions as representative. The need at the moment is to translate them into better understanding of individual children and groups of students, into programs which are relevant to their needs and abilities, and into objectives which have more congruence with the perceptions of those for whom elementary education is intended. The answer, the hope, and the press must be positive if we are truly to serve the children in our schools. Education of children has through the centuries been a prime concern of man. Philosophers, theologians, psychologists, teachers, and parents have examined it from their various points of view. Perhaps this study may be of some help in unlocking a door to another vista -- the view of the child himself toward his educational adventure.

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APPENDIX A

Keys To Elementary School Environment

Form E

THINKING ABOUT MY SCHOOL

Do people sometimes come to your school to find out what it is like? They sit in classes, tour the building, walk around the schoolground. They talk with your principal and teachers, and sometimes even your parents. But does anyone ever ask you what school is like?

That is what we are going to do today, because we think you know more about what going to school is like than anyone else. Of course, you don't always think the same thing about school. Some days you feel wonderful, the teachers are friendly, the other kids are fun to play with and fair on the playgrounds, you understand your schoolwork and finish your assignments without much trouble. School is an all-around fine place to be. But other days . . . well, it shouldn't happen to a dog. The teachers are cross, the kids unfair, and you don't understand a thing. You wish you were anywhere else -- anywhere away from school. But school isn't really like either of those times. It is somewhere in between, most of the time.

And that is what we want to find out. What is school like -- most of the time -- not on the very best days or the worst days, but most of the time?

On the answer sheet which you have, there is a place to mark Yes or No. We are going to say some things which are true about some schools but are not true about other schools. Will you think carefully, and mark Yes if what we say is true about your school -- most of the time, or mark No if it is not true of your school most of the time. For instance if we should say, "The rooms in our school are clean and attractive," you would mark Yes if that is usually true, even though you might remember some particular time when it was not true. If we make some statement about teachers, such as, "Teachers are so mean they should be witches!", you would mark No if most of the teachers are not like that -- even though you might have known some particular teacher who was like that, at least part of the time.

Do you understand now what we want you to do? By answering Yes or No to the statements we will make, you will tell us what your school is like. Remember, you will mark Yes if what we say is usually true about your school, or No if it is not true most of the time. You will be told how to fill out your answer sheet. Answer your questions on the answer sheet. Do not write or mark in this booklet.

THINKING ABOUT MY SCHOOL

1. Pupils have responsibilities for helping in the classroom.

2. Pupils enjoy looking for information and finding out new ideas.

3. Teachers often make children apologize when they have done something wrong.

4. Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other.

5. Pupils are nearly always able to settle arguments without fighting, so there are few fights in this school.

6. Teachers talk with pupils about ways school subjects may help them in future jobs.

7. Coaches help pupils on school teams after school.

8. Pupils enjoy painting and drawing.

9. Teachers encourage children to talk with their parents about what happens at school.

10. Pupils enjoy a school which has many different kinds of children.

11. Pupils often talk about subjects and ideas they are studying in school.

12. Teachers like to hear about things pupils do away from school.

13. Pupils like for teachers to tell them what to do and how to do it.

14. A lot of pupils cheat in this school.

15. Pupils and teachers talk about ways pupils may get training and education for different occupations.

16. Coaches or teachers help boys and girls who are not on school teams if they wish to play on the schoolground after school.

17. Children and teachers often listen to music while they study or work on projects.

18. Most children like to talk about school with their families.

19. Teachers encourage children to help each other with their work.

20. Most pupils try hard to get good grades and do better than other pupils.

21. Most teachers like the pupils they teach.

22. A lot of children tell on each other in this school.

23. Pupils and teachers often talk about what is right or wrong.

24. The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate.

25. Pupils want to develop themselves physically with exercises and calisthenics.

26. Many pupils would like to play a musical instrument.

27. Most children like to talk about their families at school.

28. Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.

29. Pupils generally admire those who are good in sports more than those who make good grades.

30. Pupils enjoy talking about elections, politics, and public affairs.

31. Some children think they are better than others.

32. Pupils enjoy learning about famous musicians and composers.

33. Pupils admire the ones who are honest and fair.

34. Pupils often talk about the college they will attend.

35. A teacher often talks with just one pupil to suggest a book he might enjoy or talks with him about one he has read.

36. Teachers talk with pupils about the ways members of a family may help each other.

37. Pupils often work together on projects.

38. Most girls would rather be popular than make good grades.

39. Teachers like for pupils to look at special TV programs on public affairs and foreign relations.

40. Teachers do not like for pupils to ask for extra help or further explanation.

41. Pupils may look at filmstrips by themselves or in small groups.

42. Teachers take pupils to visit industries in order to learn about community resources and ways different people earn a living.

43. The principal, nurse, or teachers help to get glasses and medical care for children who need them.

44. Pupils like for their teachers to read stories to them.

45. Teachers welcome parents who wish to talk about their children's school work or problems at school.

46. Teachers talk with pupils about the way they should dress and behave at parties.

47. Pupils consider learning arithmetic important.

48. Pupils elect officers in their rooms to help in planning activities.

49. Pupils often laugh and have a good time learning.

50. Teachers usually plan assignments without discussing them with pupils.

51. A lot of pupils write "dirty words" on the walls or desks at school.

52. Visitors are invited to school to discuss different ways people make a living.

53. The school nurse helps pupils learn how to be healthy.

54. Pupils like to hear poetry read out loud and often read poetry aloud or recite it.

55. Parents feel free to talk with teachers about school.

56. The school often has parties for pupils.

57. Most pupils like to read.

58. Most classes have pupils appointed or elected to welcome guests and help visitors or new pupils.

59. Most pupils would feel comfortable to talk with teachers about personal problems of health or physical development.

60. Sometimes pupils plan their own assignments.

61. Children seldom have anything stolen at school.

62. Pupils often talk with each other about what they will do when they are grown.

63. Teachers decorate their rooms to make them pretty and attractive.

64. Children like for their parents to visit school.

65. Most children are friendly with everyone.

66. Many pupils are interested in science.

67. Just the pupils the teacher likes best get to help in class affairs.

68. Most of the pupils in this school would rather go here than to any other school in town.

69. Pupils may usually move about the room without asking permission.

70. Children often talk in an ugly way when the teacher is out of the room.

71. Most parents will be glad when their children get out of school and start earning a living.

72. Pupils enjoy going on trips to art exhibits and museums.

73. Teachers visit in homes of their pupils.

74. Certain pupils stick together and will not play with other people.

75. Teachers and pupils say good things about pupils who make good grades.

76. Pupils take turns helping, and nearly everyone gets to be a helper or class officer some time during the year.

77. Some children are afraid of other children.

78. Most of the time all of the pupils in a class are working on the same assignment.

79. Some pupils threaten others to get their own way.

80. Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school.

81. Pupils learn about problems of health and development important to most people their age.

82. Pupils enjoy going to musical programs and plays.

83. Most teachers are glad to talk with parents by telephone after school hours.

84. Pupils often talk about parties and social affairs.

85. Pupils often do work they already understand while others catch up.

86. Pupils learn how to preside and manage discussions in an orderly way.

87. Some pupils misbehave a lot without being punished, but others are punished for every little thing they do.

88. Most pupils think they should tell the truth even if it gets them in trouble.

89. A pupil may go to the library by himself almost any period of the day.

90. Many pupils think they may be famous, wealthy, or important when they are grown.

91. Teachers talk with pupils about pictures and artists.

92. Most parents would welcome a visit from their child's teacher.

93. Pupils can pass in this school without studying very much.

94. Most children feel relaxed and happy at school.

95. Most pupils think it is wrong to fight.

96. Teachers wish pupils would follow directions without asking why.

97. Teachers and coaches are interested in sports for girls as well as boys.

98. Nearly every room in our school has something beautiful in it.

99. Teachers spend a lot of time helping pupils learn ways of getting along with others.

100. The main reason pupils stay in school is that they enjoy learning.

101. Children have to line up to go from place to place instead of going by themselves.

102. Most pupils will speak up if they feel the teacher has treated them unfairly.

103. Some pupils dislike going to the restrooms because other pupils act rough and bother them.

104. Everyone in this school knows what he is supposed to be doing every minute of the day.

105. Pupils often get a chance to stretch their legs and get a breath of fresh air.

106. Pupils often bring something artistic or beautiful to share with others.

107. Pupils often talk about their boyfriends or girlfriends.

108. Pupils have too many homework assignments in this school.

109. Pupils in this school are proud to be Americans.

110. Teachers often become angry or upset.

111. Pupils like for teachers to be strict but fair.

112. Pupils learn about America and what makes it great.

113. Pupils are frequently sent out into the hall for punishment.

114. Some pupils talk ugly to others on the schoolground and on the way to and from school.

115. Our school often has flowers and growing plants in the building and classrooms for pupils and teachers to enjoy.

116. Many children complain and criticize a lot.

117. This school has many rules which are not needed.

118. Nearly every day there is some time for a pupil to do something which he chooses whether others are doing it or not.

119. Pupils like to listen to the same kind of music at home that they learn at school.

120. Nearly all pupils in this school will probably finish high school.

KEYS TO ELEMENTARY SCHOOL ENVIRONMENT
(Thinking About My School)

MATERIALS

You have been supplied with a tape recording which includes the introduction, directions to students, and the survey items. It plays on any standard tape recorder at 7 1/2 inches per second speed. If you are administering "Keys" to a group, sufficient answer sheets, either hand scored or machine scored type, are provided. A question booklet including the material that is on the tape is supplied for your use in following the tape recording. Have students use a soft lead pencil, preferably a #2, in marking the answer sheets.

TEACHERS'S INSTRUCTIONS TO PUPILS

In introducing the "Keys" have the tape recorder set up and ready, the answer sheets at hand, and pencils, if they are to be supplied, available. While no special introduction is required, you might like to say something like the following:

> "Today we are going to answer some questions - but we are not going to have a test, and we will not keep a record of how you answer the questions. You are going to get your instructions from the tape recorder and mark your answers on an answer sheet. First, I will give you the answer sheet and tell you what to put on it."

Distribute Answer Sheets to Class. If using hand scored sheets, have them fill in all the blanks. The use of names on answer sheets is at the option of the school. Names are not used in the scoring or the report if they appear on the answer sheet. If using machine scored answer sheets, give the following directions: "Fill in the name of your school; your grade; whether you are a boy or girl; and put today's date, which is _____, on the answer sheet." Again, the use of names is at the discretion of the school. Conclude by saying:

> "I hope you will feel free to answer each question exactly as you wish, because your answers will be confidential. They will be counted by an electronic computer and we will know how the group answers but not how any one pupil answers. That's all I will tell you now. Listen carefully to the tape recorder and you will know exactly what to do."

Start Recorder. It is usually best to stand at the back of the room and be available to help students who need help. Do not answer any questions about the content of the items or discuss them with the students.

RETURNING MATERIALS

Return the tape recording and all answer sheets. Separate those which have not been used, and sort those which have been completed by class and school to facilitate IBM scoring. Make sure that school, grade, sex, date, and the pupil's ethnic group (Anglo, Negro, Mexican-American) is indicated on each answer sheet. If names appear on the answer sheets, the teacher can code each sheet in the upper right hand corner with a single letter, i.e. A, N, M, for the ethnic group. If the class is uni-ethnic, sheets can,

of course, be marked without names. When names are not used in a multi-ethnic group, some method must be devised to record this information. A straight-forward way is to ask students to indicate this information on the sheet using the code letters, but many schools may not wish to use this approach. Other methods include: numbering the answer sheets consecutively and match answer sheets with students after they are collected; collect sheets in an exact order such as by rows or, mark minority group students' sheets as they are collected if only a few are in a particular class. In the multi-ethnic school, the differences in responses by ethnic group is most helpful in evaluating the school environment, thus the need to have some way to analyze the responses by groups.

TABLE 5

PRESS KEY*

Acceptance		Social Relationships		Home-School		Civic		Independence	
3	No	5	Yes	9	Yes	1	Yes	4	Yes
12	Yes	10	Yes	18	Yes	30	Yes	13	No
21	Yes	19	Yes	27	Yes	39	Yes	40	Yes
22	No	22	No	36	Yes	48	Yes	41	Yes
31	No	28	Yes	45	Yes	58	Yes	50	No
40	No	37	Yes	55	Yes	67	No	60	Yes
49	Yes	38	Yes	64	Yes	76	Yes	69	Yes
59	Yes	46	Yes	73	Yes	86	Yes	78	No
65	Yes	56	Yes	83	Yes	109	Yes	85	No
67	No	65	Yes	92	Yes	112	Yes	89	Yes
68	Yes	74	No					96	No
74	No	77	No					101	No
77	No	84	Yes					102	Yes
87	No	99	Yes					104	No
94	Yes	107	Yes					111	No
102	Yes							117	No
110	No							118	Yes
113	No								
116	No								

*Areas of press reported with question number and the answer which indicates the direction of alpha press scoring.

PRESS KEY (Continued)

Intellectual		Health and Physical		Moral		Vocational		Aesthetic	
2	Yes	7	Yes	4	Yes	6	Yes	8	Yes
11	Yes	16	Yes	14	No	15	Yes	17	Yes
20	Yes	25	Yes	33	Yes	24	Yes	26	Yes
29	No	29	Yes	51	No	34	Yes	32	Yes
35	Yes	43	Yes	61	Yes	42	Yes	44	Yes
38	No	53	Yes	70	No	52	Yes	54	Yes
39	Yes	59	Yes	77	No	62	Yes	63	Yes
47	Yes	81	Yes	79	No	71	Yes	72	Yes
57	Yes	97	Yes	88	Yes	80	Yes	82	Yes
66	Yes	105	Yes	95	Yes	90	Yes	91	Yes
75	Yes			103	No	120	Yes	98	Yes
85	No			114	No			106	Yes
93	No							115	Yes
100	Yes							119	Yes
108	Yes								
120	Yes								

APPENDIX B

PUPIL RESPONSES

Total Group Norms

Total Sample Press

Press Correlation Matrix

Subgroup Responses

TABLE 6
Keys to Elementary School Environment

(Norms for Total Group)

Group Data:
N = 5124

Grade Level:
5th = 2021
6th = 2873
7th = 102
8th = 81

Sex:
Boys = 2667
Girls = 2444

Ethnicity:
Mexican American = 1476
Negro = 359
Anglo = 3282

Title I:
Yes = 2622
No = 2058
Unknown = 443

Achievement Levels:
Low = 803
Average = 832
High = 611
Non-Grouped = 2626

Test Data

Variable	Yes	%	No	%
1	4673	91.2	427	8.3
2	4910	95.8	173	3.4
3	4046	79.0	1025	20.0
4	4741	92.5	326	6.4
5	2568	50.1	2507	48.9
6	4590	89.6	471	9.2
7	2329	45.5	2743	53.5
8	4807	93.8	274	5.3
9	2756	53.8	2325	45.4
10	4282	83.6	789	15.4
11	3900	76.1	1181	23.0
12	4613	90.0	468	9.1
13	3238	63.2	1827	35.7
14	3928	76.7	1122	21.9
15	2280	44.5	2756	53.8
16	2579	50.3	2463	48.1

Variable	Yes	%	No	%
17	1070	20.9	4021	78.5
18	3245	63.3	1842	35.9
19	2522	49.2	2567	50.1
20	4748	92.7	342	6.7
21	3945	77.0	1090	21.3
22	4510	88.0	530	10.3
23	4312	84.2	784	15.3
24	4842	94.5	255	5.0
25	3467	67.7	1613	31.5
26	4413	86.1	669	13.1
27	2716	53.0	2364	46.1
28	4555	88.9	533	10.4
29	2140	41.8	2944	57.5
30	3461	67.5	1619	31.6
31	3649	71.2	1433	28.0
32	4377	85.4	708	13.8
33	3944	77.0	1095	21.4
34	4369	85.3	683	13.3
35	1754	34.2	3326	64.9
36	3220	62.8	1859	36.3
37	3888	75.9	1188	23.2
38	4443	86.7	622	12.1
39	3037	59.3	1972	38.5
40	3565	69.6	1435	28.0
41	1439	28.1	3650	70.2
42	2856	55.7	2238	43.7
43	3995	78.0	1095	21.4
44	4662	91.0	433	8.5
45	4244	82.8	780	15.2
46	4330	43.5	694	13.5
47	3266	63.7	1792	35.0
48	4048	79.0	1006	19.6
49	2472	48.2	2591	50.6
50	3387	66.1	1694	33.1
51	2046	40.0	2993	58.4
52	3257	63.6	1759	34.3
53	2967	57.9	2114	41.3
54	3710	72.4	1374	26.8
55	4013	78.3	1046	20.4
56	4359	85.1	700	13.7
57	3274	63.9	1803	35.2
58	3990	77.9	1088	21.2
59	2086	40.7	2978	58.1
60	2822	55.1	2239	43.7
61	2472	48.2	2600	50.7
62	4424	86.3	647	12.6
63	3575	69.8	1511	29.5
64	4083	79.7	1003	19.6
65	3098	60.5	1970	38.4
66	4050	79.0	1025	20.0
67	1289	25.2	3788	73.9
68	3668	71.6	1411	27.5
69	2392	46.7	2676	52.2
70	3678	71.8	1399	27.2

Variable	Yes	%	No	%
71	3364	65.7	1718	33.5
72	4893	95.2	200	3.9
73	1174	22.9	3903	76.2
74	2865	75.4	1214	23.7
75	4146	80.9	940	18.3
76	4533	88.5	548	10.7
77	3017	58.9	2060	40.2
78	4578	89.3	501	9.8
79	3205	62.5	1877	36.6
80	4451	86.9	634	12.4
81	3869	75.5	1215	23.7
82	4767	93.0	329	6.4
83	2134	41.6	2944	57.5
84	4107	80.2	977	19.1
85	3585	70.0	1493	29.1
86	4501	87.8	581	11.3
87	2752	53.7	2314	45.2
88	4410	86.1	650	12.7
89	851	16.6	4240	82.7
90	3631	70.9	1459	28.5
91	2953	57.6	2135	41.7
92	4514	88.1	573	11.2
93	616	12.0	4472	87.3
94	3215	62.7	1871	36.5
95	3131	61.1	1937	37.8
96	4618	90.1	445	8.7
97	3410	66.5	1661	32.4
98	4203	82.0	873	17.0
99	2531	49.4	2541	49.6
100	3428	66.9	1656	32.3
101	3139	61.3	1880	36.7
102	3961	77.3	1073	20.9
103	1741	34.0	3343	65.2
104	3699	72.2	1378	26.9
105	3093	60.4	1978	38.6
106	3813	74.4	1266	24.7
107	2957	57.7	2118	41.3
108	3715	72.5	1355	26.4
109	4453	86.9	606	11.8
110	4786	93.4	280	5.5
111	3094	60.4	1989	38.8
112	4583	89.4	496	9.7
113	3097	60.4	1989	38.8
114	4372	85.3	712	13.9
115	2788	65.4	2294	44.8
116	4453	86.9	631	12.3
117	1559	30.4	3513	68.6
118	3795	74.1	1273	24.8
119	1605	31.3	3481	67.9
120	3887	75.9	1203	23.5

TABLE 7
PERCENTAGES OF PUPILS REFLECTING PRESS

TOTAL SAMPLE

(N = 5124)

Intellectual

Question	2	11	20	29	35	38	39	47	57	66	75	85	93	100	108	120	T
Percentage	96	76	93	58	34	13	59	64	64	79	81	30	88	67	73	76	65

Health--Fitness

Question	7	16	25	29	43	53	59	81	97	105	T
Percentage	46	50	68	42	78	58	41	76	67	60	59

Social Relationships

Question	5	10	19	22	28	37	38	46	56	65	74	77	84	99	107	T
Percentage	50	84	49	12	89	76	87	85	85	61	25	41	80	49	58	62

Moral and Spiritual

Question	4	14	33	51	61	70	77	79	88	95	103	114	T
Percentage	93	23	77	60	48	28	41	37	86	61	66	15	52

Total Sample (Continued)

Home--School

Question	9	18	27	36	45	55	64	73	83	92	T
Percentage	54	63	53	63	83	78	80	23	42	88	63

Vocational

Question	6	15	24	34	42	52	62	71	80	90	120	T
Percentage	90	45	95	85	56	64	86	66	87	71	76	74

Civic

Question	1	30	39	48	58	67	76	86	109	112	T
Percentage	91	68	59	79	78	75	89	88	87	89	80

Aesthetic

Question	8	17	26	32	44	54	63	72	82	91	98	106	115	119	T
Percentage	94	21	86	85	91	72	70	96	93	58	82	74	54	31	72

Acceptance

Question	3	12	21	22	31	40	49	59	65	67	68	74	77	87	94	102	110	113	116	T
Percentage	21	90	77	12	29	30	48	41	61	75	72	24	41	46	63	77	7	40	13	45

Total Sample (Continued)

Independence

Question	4	13	40	41	50	60	69	78	85	89	96	101	102	104	111	117	118	T
Percentage	93	37	70	28	34	55	47	11	30	17	10	39	77	28	40	70	74	44

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
Percentage	65	59	62	52	63	74	80	72	45	44

TABLE 8
KEYS TO ELEMENTARY SCHOOL ENVIRONMENT

Percentages Answering "Yes" by Various Subgroups

KESE Number	Grade 5th n 2021	Grade 6th n 2873	Sex Boys n 2667	Sex Girls n 2444	Ethnic Group M.A. n 1476	Ethnic Group N n 359	Ethnic Group Anglo n 3282	Title I No n 2058	Title I Yes n 2622	Achievement Level Low n 803	Achievement Level Ave. n 832	Achievement Level High n 611	Total Group n 5124
1	92.4	90.6	90.6	92.0	89.3	92.5	92.0	92.1	91.0	87.3	91.2	90.8	91.2
2	97.8	94.4	96.0	95.7	96.6	93.3	95.8	96.3	97.7	91.7	97.6	94.6	95.8
3	82.1	78.5	76.9	81.3	86.7	88.9	74.4	74.1	83.1	81.6	82.8	80.7	79.0
4	94.8	91.0	92.2	93.0	93.0	85.5	93.1	94.1	94.6	90.2	89.5	90.7	92.5
5	52.0	46.7	47.2	53.4	62.7	52.9	44.2	49.6	50.0	62.1	53.2	41.4	50.1
6	89.2	98.3	88.3	91.0	94.9	95.5	86.6	88.5	90.2	95.2	92.7	89.4	89.6
7	39.8	47.0	45.3	45.6	42.8	57.4	45.4	48.5	57.1	55.3	42.8	41.2	45.5
8	95.0	93.1	92.6	95.2	93.6	93.9	94.0	95.1	94.1	90.6	94.5	93.3	93.8
9	58.1	50.9	51.0	56.8	62.5	58.8	49.5	47.9	56.1	67.0	54.7	55.6	53.8
10	85.5	82.2	81.1	86.2	89.8	83.0	81.0	79.6	87.9	85.1	85.9	81.8	83.6
11	78.1	74.9	73.7	78.8	80.6	75.2	74.3	73.1	77.6	84.5	77.3	73.2	76.1
12	91.8	88.5	88.4	91.9	92.9	83.3	89.5	91.0	91.2	89.9	90.3	90.2	90.0
13	66.7	61.4	62.9	63.6	81.9	78.0	53.2	58.2	65.8	77.2	70.2	65.0	63.2
14	81.7	74.0	77.0	76.4	87.9	78.8	71.4	75.4	81.8	81.5	79.0	73.5	76.7
15	42.4	45.5	43.4	45.7	59.6	74.4	34.6	40.5	42.0	65.9	52.5	43.9	44.5
16	54.4	46.5	50.4	50.3	65.0	69.1	41.8	52.9	51.8	59.7	54.6	43.4	50.3
17	23.0	20.4	19.8	22.1	28.9	24.2	16.9	11.6	25.1	34.4	25.8	17.3	20.9
18	70.5	59.7	59.1	68.0	75.3	76.0	56.6	56.0	69.4	73.0	70.8	58.6	63.3
19	52.2	47.8	48.4	50.2	54.5	63.2	45.3	42.5	52.6	57.0	50.2	43.4	49.2
20	94.0	91.6	92.6	92.8	95.7	93.3	91.3	91.6	94.6	93.4	93.3	91.8	92.7
21	81.8	73.5	75.4	78.9	82.3	81.3	74.2	73.5	78.1	83.0	80.3	80.2	77.0
22	92.2	85.5	87.7	88.5	92.6	84.7	86.3	87.4	92.3	87.0	88.1	88.2	88.0
23	84.2	84.8	82.4	86.3	89.8	90.8	80.9	80.9	85.3	89.6	87.9	88.9	84.2
24	95.7	93.5	94.1	95.0	97.7	95.5	93.0	93.9	96.4	94.3	95.9	94.1	94.5
25	69.3	65.5	66.9	68.4	77.3	72.1	62.9	65.3	68.4	73.6	73.0	70.2	67.7
26	89.5	83.3	85.2	87.2	89.7	83.8	84.8	84.8	89.6	87.1	85.1	83.0	86.1
27	58.4	49.7	46.7	59.9	53.0	57.1	52.7	54.3	50.4	55.9	52.3	48.9	53.0
28	91.8	87.6	87.6	90.4	86.2	92.2	89.8	89.7	89.3	84.4	89.9	87.1	88.9

KESE Number	Grade 5th	Grade 6th	Sex Boys	Sex Girls	Ethnic Group M.A.	Ethnic Group N	Ethnic Group Anglo	Title I No	Title I Yes	Achievement Level Low	Achievement Level Ave.	Achievement Level High	Total Group
29	40.6	41.1	44.0	39.4	42.1	44.0	41.4	41.7	38.1	52.0	42.3	37.5	41.8
30	70.6	64.4	68.7	66.3	73.4	69.6	64.7	68.2	89.0	75.8	65.6	61.4	67.5
31	71.7	71.2	72.3	70.1	72.2	80.8	69.8	72.0	70.1	73.8	75.8	76.4	71.2
32	92.5	81.1	84.5	86.5	91.2	91.4	82.2	84.9	90.6	83.8	86.8	85.3	85.4
33	76.6	76.4	75.0	79.2	78.9	84.1	75.3	76.6	76.5	78.8	80.0	79.1	77.0
34	87.7	82.9	84.6	86.0	89.5	89.7	82.9	87.5	86.2	86.8	86.3	82.6	85.3
35	39.2	31.2	34.9	33.6	44.2	44.0	28.7	32.7	34.1	43.8	37.5	20.0	34.2
36	67.9	60.6	61.9	63.8	78.7	70.2	54.9	61.8	64.6	76.5	70.7	59.1	62.8
37	71.0	78.6	75.3	76.6	77.3	74.1	75.6	75.1	74.7	75.8	78.2	81.8	75.9
38	84.6	87.6	89.5	83.8	85.8	77.4	88.1	90.4	87.7	82.4	85.6	87.2	86.7
39	56.4	62.0	58.4	60.3	59.3	72.7	57.9	57.8	58.1	64.9	58.5	63.3	59.3
40	72.8	67.8	71.1	68.0	72.4	62.7	69.1	72.4	73.0	69.4	65.6	65.0	69.6
41	30.7	23.1	27.5	28.7	38.1	37.9	22.6	24.9	30.1	38.9	28.0	16.4	28.1
42	61.0	49.6	55.5	56.1	67.0	66.6	49.6	50.3	58.3	65.9	56.5	42.2	55.7
43	79.9	77.0	75.2	81.0	83.7	87.2	74.5	77.1	78.4	80.1	76.1	74.3	78.0
44	94.7	88.2	90.3	91.9	92.5	92.8	90.2	93.8	91.9	86.8	89.2	85.8	91.0
45	85.1	81.0	81.2	84.7	85.8	89.4	80.8	83.3	82.0	85.2	82.1	84.0	82.8
46	89.2	80.8	83.3	85.8	88.6	87.2	82.4	87.5	86.2	81.7	82.0	81.7	84.5
47	64.2	62.8	63.0	64.7	74.8	82.5	56.8	58.5	64.9	79.7	68.1	58.1	63.7
48	76.9	79.5	77.8	80.4	83.4	85.5	76.4	77.7	79.9	85.2	80.0	75.8	79.0
49	47.4	47.7	45.5	51.3	56.6	59.1	43.4	45.2	45.9	59.9	51.1	53.5	48.2
50	67.8	63.6	65.1	67.1	69.6	54.9	65.8	67.3	67.7	67.0	64.7	68.1	66.1
51	39.1	42.2	39.7	40.4	47.4	58.8	34.6	38.1	39.7	56.2	38.3	35.8	40.0
52	65.3	62.2	64.0	63.1	69.4	72.1	60.1	65.1	64.3	71.0	56.0	56.1	63.6
53	62.4	56.2	52.8	63.4	74.4	76.0	48.6	46.6	63.8	77.5	62.6	55.5	57.9
54	79.5	69.1	68.5	76.6	87.3	84.7	64.5	63.7	81.6	81.8	75.8	72.3	72.4
55	81.4	76.7	75.8	81.2	81.5	81.9	76.6	77.3	77.9	78.7	78.4	74.3	78.3
56	90.1	82.4	83.2	87.1	91.1	83.8	82.6	82.8	88.4	85.5	85.1	81.8	85.1
57	70.4	60.1	61.3	66.8	78.4	79.1	55.8	57.1	67.0	76.2	73.2	66.4	63.9
58	81.3	76.3	76.2	79.8	91.1	92.8	70.4	69.8	80.8	92.5	86.4	80.9	77.9
59	44.8	38.9	40.7	40.8	54.9	70.8	31.1	28.7	40.8	65.5	50.4	35.4	40.7
60	58.2	53.3	56.1	54.0	65.9	77.4	47.7	48.4	53.1	72.0	62.6	47.1	55.1

KESE Number	Grade 5th	Grade 6th	Sex Boys	Sex Girls	Ethnic Group M.A.	Ethnic Group N	Ethnic Group Anglo	Title I No	Title I Yes	Achievement Level Low	Achievement Level Ave.	Achievement Level High	Total Group
61	44.8	50.5	47.5	49.2	54.5	70.2	43.1	42.3	44.8	65.6	54.1	51.2	48.2
62	86.6	86.1	85.5	87.3	92.5	96.7	82.5	83.7	86.7	94.1	91.5	84.6	86.3
63	73.8	68.6	66.0	74.0	82.9	85.2	62.2	58.3	74.0	81.2	80.9	71.7	69.8
64	86.1	76.6	77.7	81.9	91.3	91.9	73.2	70.1	85.5	85.3	88.2	81.5	79.7
65	61.3	59.5	57.7	63.6	72.9	69.1	54.0	50.9	62.2	72.2	70.3	60.2	60.5
66	82.4	76.3	80.5	77.7	87.3	86.6	74.6	73.0	82.8	82.5	90.1	80.0	79.0
67	19.9	28.6	24.2	26.3	22.6	36.5	25.1	22.6	19.6	34.9	28.4	23.2	25.2
68	74.5	68.4	68.9	74.5	74.7	64.1	71.0	75.9	70.3	68.0	69.6	73.5	71.6
69	46.7	47.1	46.8	46.6	44.2	49.6	47.5	49.7	44.9	49.6	46.5	40.6	46.7
70	71.0	73.1	71.4	72.1	73.4	66.9	71.6	72.5	74.1	76.4	71.8	69.1	71.8
71	65.7	66.0	68.9	62.2	73.9	74.9	60.9	59.4	69.4	71.4	68.6	68.6	65.7
72	95.9	95.0	94.8	96.3	96.3	96.7	95.1	95.1	96.1	94.8	95.2	95.6	95.2
73	19.3	26.5	21.5	24.5	33.1	56.8	14.7	16.6	17.0	46.6	26.7	25.9	22.9
74	74.9	75.6	74.1	76.9	73.9	76.6	76.0	81.2	72.8	72.3	71.2	72.8	75.4
75	84.4	78.5	77.1	85.2	84.4	83.0	79.2	80.5	82.5	81.5	84.7	79.1	80.9
76	94.9	84.0	88.0	89.1	92.7	85.2	87.0	89.5	92.0	85.1	90.1	82.3	88.5
77	60.1	57.8	63.5	53.9	61.4	60.7	57.6	58.9	61.6	58.2	56.0	59.2	58.9
78	92.3	86.7	89.1	89.7	90.7	81.1	89.7	91.3	93.0	84.7	87.1	87.9	89.3
79	61.6	64.6	65.4	59.5	64.5	74.9	60.4	61.5	62.7	69.2	65.6	59.1	62.5
80	90.0	84.8	87.2	86.6	91.9	88.6	84.5	89.5	89.4	83.1	87.6	86.3	86.9
81	77.9	74.2	72.8	78.6	81.2	76.9	72.9	75.1	78.0	75.0	78.4	75.3	75.5
82	95.3	91.3	91.5	94.9	95.1	94.2	92.1	92.9	94.6	91.7	93.8	90.3	93.0
83	45.4	38.6	38.7	45.0	40.6	58.2	40.4	43.4	41.4	45.9	37.9	36.3	41.6
84	81.4	78.7	76.9	83.8	82.7	80.2	79.1	83.2	80.9	79.4	78.2	78.2	80.2
85	71.8	68.6	69.8	70.3	75.2	74.4	67.1	70.6	70.4	73.9	74.0	67.3	70.0
86	90.9	85.5	86.9	88.9	92.6	86.9	85.8	88.1	90.1	87.1	90.9	85.8	87.8
87	49.1	57.0	55.9	51.4	58.3	61.3	50.9	49.9	54.0	65.0	56.1	55.5	53.7
88	86.7	85.3	85.8	86.4	92.1	88.9	83.1	83.7	89.4	85.7	89.4	89.0	86.1
89	11.1	20.7	16.5	16.9	18.0	28.7	14.7	12.3	10.0	34.5	23.1	16.0	16.6
90	72.0	70.5	71.5	70.1	74.5	78.0	68.5	70.5	71.0	73.9	74.3	69.7	70.9
91	57.3	59.6	55.2	60.5	75.3	76.9	47.7	45.0	62.5	76.1	71.4	59.7	57.6
92	90.1	86.4	85.8	90.6	91.5	91.1	86.4	87.4	89.9	88.2	88.8	87.4	88.1

KESE Number	Grade 5th	Grade 6th	Sex Boys	Sex Girls	Ethnic Group M.A.	Ethnic Group N	Ethnic Group Anglo	Title I No	Title I Yes	Achievement Level Low	Achievement Level Ave.	Achievement Level High	Total Group
93	8.2	14.9	12.3	11.8	12.3	25.3	10.4	7.3	8.0	24.3	16.1	13.1	12.0
94	64.8	60.7	59.7	66.2	76.2	72.1	55.7	58.0	63.9	75.1	66.6	66.3	62.7
95	63.6	58.9	54.3	68.7	71.3	68.0	55.9	53.9	63.4	72.4	65.6	61.7	61.1
96	92.5	88.4	88.1	92.6	89.6	87.5	90.7	91.2	91.0	89.5	87.3	90.2	90.1
97	68.5	63.8	64.6	68.8	66.7	60.4	67.2	68.9	65.3	62.9	65.7	59.9	66.5
98	86.1	78.5	79.8	84.5	87.5	85.0	79.3	81.0	85.2	81.3	83.2	76.6	82.0
99	57.9	44.0	48.5	50.5	70.5	56.8	39.2	45.6	56.6	63.4	55.8	44.4	49.4
100	74.1	62.2	66.3	67.7	87.2	86.6	55.7	60.5	71.6	79.5	78.5	63.0	66.9
101	66.5	60.6	60.7	61.8	68.2	68.2	57.4	46.9	71.2	67.0	63.2	57.0	61.3
102	79.3	77.8	78.3	76.2	82.5	81.6	74.5	68.0	84.1	80.6	80.0	76.3	77.3
103	39.2	31.4	37.3	30.3	42.1	42.9	29.3	29.6	39.1	41.4	34.3	32.7	34.0
104	75.4	70.4	72.1	72.3	81.5	81.6	67.0	68.2	76.5	79.5	73.8	75.0	72.2
105	67.4	57.4	55.6	65.7	76.5	70.2	52.2	50.7	66.3	72.8	62.7	61.9	60.4
106	82.3	70.6	72.1	77.2	85.7	80.2	68.8	67.7	79.0	83.0	76.8	70.0	74.4
107	48.9	62.4	55.5	60.1	55.5	65.5	57.8	62.7	51.7	62.9	56.4	60.1	57.7
108	66.6	75.6	71.7	73.4	69.2	78.3	73.3	75.7	70.3	70.3	72.0	72.5	72.5
109	88.2	85.3	86.3	87.7	88.3	87.7	86.2	89.3	88.4	79.8	86.4	87.4	86.9
110	96.4	91.0	93.0	93.9	94.7	91.6	93.0	95.9	97.1	85.4	93.1	91.7	93.4
111	64.4	57.4	60.0	60.9	77.2	78.8	50.8	53.3	64.2	76.2	67.5	65.6	60.4
112	95.2	84.9	89.2	89.8	94.4	84.7	87.8	91.1	93.2	87.9	87.4	98.9	98.4
113	62.3	59.9	61.5	59.3	62.4	52.9	60.4	59.3	62.7	64.4	57.6	51.4	60.4
114	86.3	85.7	85.3	85.4	88.2	85.2	84.1	85.2	88.8	87.1	84.4	81.0	85.3
115	59.2	53.3	52.9	56.1	61.3	73.5	49.3	54.0	52.7	65.2	60.5	52.2	54.4
116	87.9	86.8	86.3	87.6	88.0	91.1	86.0	87.8	87.8	88.1	88.0	84.5	86.9
117	25.6	34.6	34.7	25.7	25.1	38.2	32.0	30.3	26.0	35.5	30.8	29.8	30.4
118	71.5	76.0	76.3	71.7	68.8	77.7	76.1	75.7	70.7	72.5	72.2	71.2	74.1
119	37.0	28.1	30.0	32.9	37.9	46.5	26.8	23.8	29.5	42.6	36.5	27.5	31.3
120	80.9	71.1	73.3	78.8	75.1	70.2	76.9	78.1	76.5	67.4	75.5	72.0	75.9

TABLE 9
ENVIRONMENTAL PRESS CORRELATION MATRIX
TOTAL GROUP (N=5124)

	Press	1	2	3	4	5	6	7	8	9	10
1.	Intellectual Improvement		.149	.057	.222	.146	.023	.043	.204	.129	.199
2.	Health and Physical Fitness	.149		.216	.313	.171	.230	.236	.223	.373	.038
3.	Social Relationships	.057	.216		.197	.062	.053	.289	.062	.038	.215
4.	Moral and Spiritual Values	.222	.313	.197		.306	.001	.305	.172	.247	.141
5.	Home-School Relationships	.146	.171	.062	.306		.082	.141	.341	.128	.022
6.	Vocational Aspiration	.023	.230	.053	.001	.082		.088	.182	.224	.226
7.	Civic Responsibility	.043	.236	.289	.305	.141	.088		.104	.249	.109
8.	Aesthetic Appreciation	.204	.223	.062	.172	.341	.182	.104		.195	.242
9.	Acceptance	.129	.373	.038	.247	.128	.224	.249	.195		.037
10.	Independence	.199	.038	.215	.141	.022	.226	.109	.242	.037	

APPENDIX C

PRESS DIFFERENCES BETWEEN GROUPS

Percentages and Significant Differences by:

Grade Level

Sex

Ethnic Group

Title I ESEA

Ability Group

Teacher-Administrator-Pupil

TABLE 10
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY GRADE LEVEL

Fifth Grade: N = 2021
Sixth Grade: N = 2873

Intellectual

Question	2	11	20	29	35	38	39	47	57*	66	75	85	93	100*	108*	120*	T
5th Grade	98	78	94	59	39	15	56	64	70	82	84	28	92	74	67	81	65
6th Grade	94	75	92	59	31	12	62	63	60	76	78	31	85	62	76	71	64

Health-Fitness

Question	7	16	25	29	43	53	59	81	97	105**	T
5th Grade	40	54	70	41	80	62	45	78	69	67	57
6th Grade	47	46	66	41	77	56	39	74	64	52	57

Social Relationships

Question	5	10	19	22	28	37*	38	46*	56*	65	74	77	84	99**	107**	T
5th Grade	52	86	52	8	92	71	85	89	90	61	25	40	81	58	49	63
6th Grade	47	82	48	14	88	79	88	81	82	60	24	42	79	44	62	61

Moral and Spiritual

Question	4	14	33	51	61	70	77	79	88	95	103	114	T
5th Grade	95	18	77	61	45	29	40	38	87	64	61	14	52
6th Grade	91	26	76	58	51	27	42	35	85	59	69	14	53

Classified by Grade Level (Continued)

Home--School

Question	9	18*	27	36	45	55	64*	73	83	92	T
5th Grade	58	71	58	68	85	81	86	19	45	90	66
6th Grade	51	60	50	61	81	77	77	26	39	86	61

Vocational

Question	6	15	24	34	42*	52	62	71	80	90	120*	T
5th Grade	89	42	96	88	61	65	87	66	90	72	81	76
6th Grade	89	45	94	83	50	62	86	66	85	71	71	73

Civic

Question	1	30	39	48	58	67*	76**	86	109	112**	T
5th Grade	92	71	56	77	81	80	95	91	88	95	83
6th Grade	91	64	62	80	76	71	84	86	85	85	78

Aesthetic

Question	8	17	26	32**	44*	54*	63	72	82	91	98	106*	115	119*	T
5th Grade	95	23	90	92	95	80	74	96	95	57	86	82	59	37	76
6th Grade	93	20	83	81	88	69	67	95	91	60	78	71	53	28	70

Classified by Grade Level (Continued)

Acceptance

Question	3	12	21	22	31	40	49	59	65	67*	68	74	77	87	94	102	110	113	116	T
5th Grade	18	92	82	8	28	27	47	45	61	80	75	25	40	51	65	79	4	38	12	51
6th Grade	22	89	74	14	29	32	48	39	60	71	68	24	42	43	61	78	9	40	13	45

Independence

Question	4	13	40	41	50	60	69	78	85	89*	96	101	102	104	111	117	118	T
5th Grade	95	33	73	31	32	58	47	8	28	11	7	34	79	25	36	74	72	44
6th Grade	91	39	68	23	36	53	47	13	31	21	12	39	78	30	43	65	76	45

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
5th Grade	65	57	63	52	66	76	83	76	51	44
6th Grade	64	57	61	53	61	73	78	70	45	45

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.

TABLE 11
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY GRADE LEVEL

Fifth Grade: N = 2021
Sixth Grade: N = 2873

Question Number	Percentage of Press 5th Grade	6th Grade	Press Area	Chi Square	Level of Significance
47	70	60	Intellectual	4.17	.05
100	74	62	Intellectual	6.10	.05
108	67	76	Intellectual	4.44	.05
120	81	71	Intellectual	4.86	.05
105	67	52	Health-Fitness	9.02	.01
37	71	79	Social Relationships	3.86	.05
46	89	81	Social Relationships	4.16	.05
56	90	82	Social Relationships	4.34	.05
99	58	44	Social Relationships	7.95	.01
107	49	62	Social Relationships	7.18	.01
18	71	60	Home-School	5.03	.05
64	86	77	Home-School	4.57	.05
42	61	81	Vocational	4.84	.05
120	50	70	Vocational	4.84	.05
67	80	71	Civic	3.93	.05
76	95	84	Civic	9.00	.01
112	95	85	Civic	7.83	.01
32	92	81	Aesthetic	7.85	.01
44	95	88	Aesthetic	4.64	.05
54	80	69	Aesthetic	5.65	.05
106	82	71	Aesthetic	5.87	.05
119	37	28	Aesthetic	4.01	.05
67	80	71	Acceptance	3.93	.05
89	11	21	Independence	6.02	.05

TABLE 12
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY SEX

Boys: N = 2667
Girls: N = 2444

Intellectual

Question	2	11	20	29	35	38	39	47	57	66	75*	85	93	100	108	120	T
Boys	96	74	93	56	35	10	58	63	61	81	77	30	88	66	72	73	64
Girls	96	79	93	61	34	16	60	65	67	78	85	30	88	68	73	79	67

Health--Fitness

Question	7	16	25	29	43	53*	59	81	97	105*	T
Boys	45	50	67	44	75	53	41	73	65	56	57
Girls	46	50	68	39	81	63	41	77	69	66	60

Social Relationships

Question	5	10	19	22	28	37	38	46	56	65	74	77*	84	99	107	T
Boys	47	81	48	12	88	75	90	83	83	58	26	36	77	50	56	60
Girls	54	86	50	12	90	77	84	86	87	64	23	46	84	51	60	63

Moral and Spiritual

Question	4	14	33	51	61	70	77*	79	88	95	103	114	T
Boys	92	23	75	60	48	29	36	35	86	54	63	15	51
Girls	93	24	79	60	49	28	46	40	86	47	70	15	54

Classified by Sex (Continued)

Home--School

Question	9	18	27**	36	45	55	64	73	83	92	T
Boys	51	59	47	62	81	76	78	22	39	86	60
Girls	57	68	60	64	85	81	82	24	45	91	66

Vocational

Question	6	15	24	34	42	52	62	71	80	90	120	T
Boys	88	43	94	85	56	62	86	69	87	72	73	74
Girls	91	46	95	86	56	63	87	62	87	70	79	75

Civic

Question	1	30	39	48	58	67	76	86	109	112	T
Boys	91	69	58	78	76	76	88	87	86	89	80
Girls	92	66	60	80	80	74	89	89	88	90	81

Aesthetic

Question	8	17	26	32	44	54*	63	72	82	91	98	106	115	119	T
Boys	93	20	85	84	90	68	66	95	92	55	80	72	53	30	70
Girls	95	22	87	86	92	77	74	96	95	60	84	77	56	33	74

Classified by Sex (Continued)

Acceptance

Question	3	12	21	22	31	40	49	59**	65	67	68	74	77*	87	94	102	110	113	116	T
Boys	23	88	75	12	28	29	46	58	58	76	69	26	36	44	60	78	7	38	14	44
Girls	19	92	79	12	30	32	51	41	64	74	74	23	46	49	66	76	6	41	12	46

Independence

Question	4	13	40	41	50	60	69	78	85	89	96	101	102	104	111	117*	118	T
Boys	92	37	71	28	35	56	47	11	30	16	12	39	78	28	40	65	76	44
Girls	93	36	68	29	33	54	47	10	30	17	7	38	76	28	39	74	72	44

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
Boys	64	57	60	51	60	74	80	70	44	44
Girls	67	60	63	54	66	75	81	74	46	44

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in presentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 13
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY SEX

Boys: N = 2667
Girls: N = 2444

Question Number	Percentage of Press Boys	Girls	Press Area	Chi Square	Level of Significance
75	77	85	Intellectual	5.01	.05
53	53	63	Health-Fitness	4.28	.05
105	56	66	Health-Fitness	4.45	.05
77	36	46	Social Relationships	4.02	.05
77	36	46	Moral and Spiritual	4.02	.05
27	47	60	Home-School	7.03	.01
54	68	77	Aesthetic	4.57	.05
59	58	41	Acceptance	11.93	.01
77	36	46	Acceptance	4.02	.05
117	65	74	Independence	4.20	.05

TABLE 14
PRECENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - ANGLO)

Mexican American: N = 1476
Anglo: N = 3282

Intellectual

Question	2	11	20	29	35**	38	39	47**	57**	66**	75	85	93	100**	108	120	T
Mex. Am.	97	81	96	58	44	14	59	75	78	87	84	25	88	87	69	75	70
Anglo	96	74	91	59	29	12	58	57	56	75	79	33	90	56	73	77	63

Health-Fitness

Question	7	16**	25**	29	43*	53**	59**	81	97	105**	T*
Mex. Am.	43	65	77	42	84	74	55	81	67	76	64
Anglo	45	42	63	41	74	49	31	73	67	52	54

Social Relationships

Question	5**	10*	19	22*	28	37	38	46	56*	65**	74	77	84	99**	107	T
Mex. Am.	63	90	54	7	86	77	86	89	91	73	26	39	83	70	56	66
Anglo	44	81	45	14	90	76	88	82	83	54	24	42	79	39	58	60

Moral and Spiritual

Question	4	14**	33	51*	61*	70	77	79	88*	95*	103**	114	T
Mex. Am.	93	12	79	53	54	27	39	36	92	71	58	12	51
Anglo	93	29	75	65	43	28	42	40	83	56	71	16	53

Classified by Ethnic Group: Mexican American - Anglo (Continued)

Home--School

Question	9*	18**	27	36**	45	55	64**	73**	83	92	T*
Mex. Am.	62	75	53	79	86	82	91	33	41	92	69
Anglo	50	57	53	55	81	77	73	15	40	86	59

Vocational

Question	6*	15**	24	34	42**	52	62**	71**	80*	90	120	T*
Mex. Am.	95	60	98	90	67	69	92	74	92	74	75	81
Anglo	87	35	93	83	50	60	82	61	84	68	77	71

Civic

Question	1	30	39	48	58**	67	76	86*	109	112	T
Mex. Am.	89	73	59	83	91	77	93	93	88	94	84
Anglo	92	65	58	76	70	75	87	86	86	88	78

Aesthetic

Question	8	17**	26	32*	44	54**	63**	72	82	91**	98*	106**	115*	119*	T*
Mex. Am.	94	29	90	91	92	87	83	96	95	75	88	86	61	38	79
Anglo	94	17	85	82	90	64	62	95	92	48	79	69	49	27	68

Classified by Ethnic Group: Mexican American - Anglo (Continued)

Acceptance

Question	3**	12	21	22*	31	40	49**	59**	65**	67	68	74	77	87	94**	102*	110	113	116	T
Mex. Am.	13	93	82	7	28	28	57	55	73	77	75	26	39	42	76	82	5	38	12	47
Anglo	26	90	74	14	30	31	43	31	54	75	71	24	42	49	56	74	7	40	14	44

Independence

Question	4	13**	40	41**	50	60**	69	78	85	89	96	101*	102*	104**	111**	117	118	T
Mex. Am.	93	18	72	38	30	66	44	9	25	18	10	32	82	18	23	75	69	42
Anglo	93	47	69	23	34	48	48	10	33	15	9	43	74	33	49	68	76	44

Total Press

Area of Press	Intellectual	Health*	Social	Moral	Home--School*	Vocational*	Civic	Aesthetic*	Acceptance	Independence
Mex. Am.	70	64	66	51	69	81	84	79	47	42
Anglo	63	54	60	53	59	71	78	68	44	44

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 15
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - ANGLO)

Mexican American: N = 1476
Anglo: N = 3282

Question Number	Percentage of Press M.A.	A.	Press Area	Chi Square	Level of Significance
35	44	29	Intellectual	10.93	.01
47	75	57	Intellectual	13.21	.01
57	78	56	Intellectual	19.64	.01
66	87	75	Intellectual	7.68	.01
100	87	56	Intellectual	39.00	.01
16	65	42	Health-Fitness	21.72	.01
25	77	63	Health-Fitness	8.14	.01
43	84	74	Health-Fitness	5.20	.01
53	74	49	Health-Fitness	25.01	.01
59	55	31	Health-Fitness	29.62	.01
105	76	52	Health-Fitness	23.01	.01
5	63	44	Social Relationships	14.65	.01
10	90	81	Social Relationships	5.26	.05
22	7	14	Social Relationships	4.07	.05
56	91	83	Social Relationships	4.53	.05
65	73	54	Social Relationships	14.53	.01
99	70	39	Social Relationships	40.39	.01
14	12	29	Moral And Spiritual	14.03	.01
51	53	65	Moral and Spiritual	6.33	.05
61	54	43	Moral and Spiritual	4.93	.05
88	92	83	Moral and Spiritual	5.74	.05
95	71	56	Moral and Spiritual	9.13	.01
103	58	71	Moral and Spiritual	8.21	.01
9	62	50	Home-School	5.76	.05
18	75	57	Home-School	13.21	.01
36	79	55	Home-School	23.27	.01
64	91	73	Home-School	16.44	.01
73	33	15	Home-School	25.41	.01
6	95	87	Vocational	5.66	.05
15	60	35	Vocational	27.48	.01
42	67	50	Vocational	11.56	.01
62	92	82	Vocational	6.77	.01
71	74	61	Vocational	7.10	.01
80	92	84	Vocational	4.76	.05
58	91	70	Civic	21.00	.01
86	93	86	Civic	4.07	.05

Classified by Ethnic Group: Mexican American - Anglo (Continued)

Question Number	Percentage of Press M.A.	A.	Press Area	Chi Square	Level of Significance
17	29	17	Aesthetic	10.20	.01
32	91	82	Aesthetic	5.49	.05
54	87	64	Aesthetic	22.95	.01
63	83	62	Aesthetic	18.71	.01
91	75	48	Aesthetic	29.21	.01
98	88	79	Aesthetic	4.89	.05
106	86	69	Aesthetic	13.51	.01
115	61	49	Aesthetic	5.76	.05
119	38	27	Aesthetic	4.11	.05
3	13	26	Acceptance	8.78	.01
22	7	14	Acceptance	4.06	.05
49	57	43	Acceptance	8.00	.01
59	55	31	Acceptance	26.93	.01
65	73	54	Acceptance	14.53	.01
94	76	56	Acceptance	16.23	.01
102	82	74	Acceptance	4.20	.05
13	18	47	Independence	33.75	.01
41	38	23	Independence	12.70	.01
60	66	48	Independence	12.98	.01
101	32	43	Independence	4.93	.05
102	82	74	Independence	4.20	.05
104	18	33	Independence	10.16	.01
111	23	49	Independence	27.05	.01
Total	64	54	Health-Fitness	4.02	.05
Total	69	59	Home-School	4.12	.05
Total	81	71	Vocational	4.86	.05
Total	79	68	Aesthetic	5.56	.05

TABLE 16
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - NEGRO)

Mexican American: N = 1476
Negro: N = 359

Intellectual

Question	2	11	20	29	35	38**	39**	47	57	66	75	85	93**	100	108*	120	T
Mex. Am.	97	81	96	58	44	14	59	75	78	87	84	25	88	87	69	75	70
Negro	93	75	93	56	44	23	73	82	79	87	83	26	75	87	78	70	70

Health-Fitness

Question	7**	16	25	29	43	53	59**	81	97	105	T
Mex. Am.	43	65	77	42	84	74	55	81	67	76	64
Negro	57	69	72	44	87	76	71	77	60	70	68

Social Relationships

Question	5*	10	19	22*	28*	37	38*	46	56	65	74	77	84	99**	107*	T
Mex. Am.	63	90	54	7	86	77	86	89	91	73	26	39	83	70	56	66
Negro	53	83	63	15	92	74	77	87	84	69	23	39	80	57	66	64

Moral and Spiritual

Question	4*	14*	33	51*	61**	70	77	79*	88	95	103	114	T
Mex. Am.	93	12	79	53	54	27	39	36	92	71	58	12	51
Negro	86	21	84	41	70	33	39	25	89	68	57	15	52

Classified by Ethnic Group: Mexican American - Negro (Continued)

Home--School

Question	9	18	27	36*	45	55	64	73**	83**	92	T
Mex. Am.	62	75	53	79	86	82	91	33	41	92	69
Negro	59	76	57	70	89	82	92	57	58	91	73

Vocational

Question	6	15**	24	34	42	52	62	71	80	90	120	T
Mex. Am.	95	60	98	90	67	69	92	74	92	74	75	81
Negro	96	74	96	90	67	72	97	75	89	78	70	82

Civic

Question	1	30	39**	48	58	67**	76*	86	109	112*	T
Mex. Am.	89	73	59	83	91	77	93	93	88	94	84
Negro	92	67	73	86	93	64	85	87	88	85	82

Aesthetic

Question	8	17	26	32	44	54	63	72	82	91	98	106	115**	119	T
Mex. Am.	94	29	90	91	92	87	83	96	95	75	88	86	61	38	79
Negro	94	24	84	91	93	85	85	97	94	77	85	80	74	46	79

Classified by Ethnic Group: Mexican American - Negro (Continued)

Acceptance

Question	3	12**	21	22*	31*	40	49	59**	65	67**	68*	74	77	87	94	102	110	113	116	T
Mex. Am.	13	93	82	7	28	28	57	55	73	77	75	26	39	42	76	82	5	38	12	47
Negro	11	83	81	15	19	37	59	71	69	64	64	23	39	39	72	82	8	47	9	46

Independence

Question	4*	13	40	41	50**	60**	69	78*	85	89*	96	101	102	104	111	117**	118**	T
Mex. Am.	93	18	72	38	30	66	44	9	25	18	10	32	82	18	23	75	69	42
Negro	86	22	63	38	45	77	50	19	26	29	12	32	82	18	21	62	46	44

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
Mex. Am.	70	64	66	51	69	81	84	79	47	42
Negro	70	68	64	52	73	82	82	79	46	44

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 17
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ETHNIC GROUP (MEXICAN AMERICAN - NEGRO)

Mexican American: N = 1476
Negro: N = 359

Question Number	Percentage of Press M.A.	N.	Press Area	Chi Square	Level of Significance
38	14	23	Intellectual	6.72	.01
39	59	73	Intellectual	9.94	.01
93	88	75	Intellectual	9.01	.01
108	69	78	Intellectual	4.72	.05
7	43	57	Health-Fitness	8.00	.01
59	55	71	Health-Fitness	12.44	.01
5	63	53	Social Relationships	4.02	.05
22	7	15	Social Relationships	5.01	.05
28	86	92	Social Relationships	4.89	.05
38	86	77	Social Relationships	4.57	.05
99	70	57	Social Relationships	6.89	.01
107	56	66	Social Relationships	4.46	.05
4	93	86	Moral and Spiritual	4.07	.05
14	12	21	Moral and Spiritual	4.89	.05
51	53	41	Moral and Spiritual	5.95	.05
61	54	70	Moral and Spiritual	12.19	.01
79	36	25	Moral and Spiritual	6.45	.05
36	79	70	Home-School	3.86	.05
73	33	57	Home-School	23.51	.01
83	41	58	Home-School	11.86	.01
15	60	74	Vocational	10.19	.01
39	59	73	Civic	9.94	.01
67	77	64	Civic	7.33	.01
76	93	85	Civic	5.02	.05
112	94	85	Civic	6.35	.05
115	61	74	Aesthetic	8.78	.01
12	93	83	Acceptance	7.08	.01
22	7	15	Acceptance	5.01	.05
31	28	19	Acceptance	5.26	.05
59	55	71	Acceptance	12.44	.01
67	77	64	Acceptance	7.33	.01
68	75	74	Acceptance	5.25	.05

Table 17 Continued

Question Number	Percentage of Press M.A.	Percentage of Press N.	Press Area	Chi Square	Level of Significance
4	93	86	Independence	4.06	.05
50	30	45	Independence	9.09	.01
60	66	77	Independence	6.83	.01
78	9	19	Independence	6.49	.01
89	18	29	Independence	5.87	.05
117	75	62	Independence	7.18	.01
118	69	46	Independence	21.29	.01

TABLE 18
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ETHNIC GROUP (NEGRO - ANGLO)

Negro: N = 359
Anglo: N = 3282

Intellectual

Question	2	11	20	29	35**	38**	39**	47**	57**	66**	75	85	93**	100**	108	120	T
Negro	93	75	93	56	44	23	73	82	79	87	83	26	75	87	78	70	70
Anglo	96	74	91	59	29	12	58	57	56	75	79	33	90	56	73	77	63

Health--Fitness

Question	7*	16**	25	29	43**	53**	59**	81	97	105**	T**
Negro	57	69	72	44	87	76	71	77	60	70	68
Anglo	45	42	63	41	74	49	31	73	67	52	54

Social Relationships

Question	5	10	19**	22	28	37	38**	46	56	65**	74	77	84	99**	107	T
Negro	53	83	63	15	92	74	77	87	84	69	23	39	80	57	66	64
Anglo	44	81	45	14	90	76	88	82	83	54	24	42	79	39	58	60

Moral and Spiritual

Question	4*	14**	33*	51**	61**	70	77	79**	88	95*	103**	114	T
Negro	86	21	84	41	70	33	39	25	89	68	57	15	52
Anglo	93	29	75	65	43	28	42	40	83	56	71	16	53

Classified by Ethnic Group: Negro - Anglo (Continued)

Home--School

Question	9	18**	27	36**	45*	55	64**	73**	83**	92	T**
Negro	59	76	57	70	89	82	92	57	58	91	73
Anglo	50	57	53	55	81	77	73	15	40	86	59

Vocational

Question	6**	15**	24	34	42**	52**	62**	71**	80	90*	120	T*
Negro	96	74	96	90	67	72	97	75	89	78	70	82
Anglo	87	35	93	83	50	60	82	61	84	68	77	71

Civic

Question	1	30	39**	48*	58**	67*	76	86	109	112	T
Negro	92	67	73	86	93	64	85	87	88	85	82
Anglo	92	65	58	76	70	75	87	86	86	88	78

Aesthetic

Question	8	17	26	32*	44	54**	63**	72	82	91**	98	106*	115**	119**	T*
Negro	94	24	84	91	93	85	85	97	94	77	85	80	74	46	79
Anglo	94	17	85	82	90	64	62	95	92	48	79	69	49	27	68

Classified by Ethnic Group: Negro - Anglo (Continued)

Acceptance

Question	3**	12*	21	22	31*	40	49**	59**	65**	67*	68	74	77	87*	94**	102*	110	113	116	T
Negro	11	83	81	15	19	37	59	71	69	64	64	23	39	39	72	82	8	47	9	46
Anglo	26	90	74	14	30	31	43	31	54	75	71	24	42	49	56	74	7	40	14	44

Independence

Question	4*	13**	40	41**	50*	60**	69	78**	85	89**	96	101*	102*	104**	111**	117	118**	T
Negro	86	22	63	38	45	77	50	19	26	29	12	32	82	18	21	62	46	44
Anglo	93	47	69	23	34	48	48	10	33	15	9	43	74	33	49	68	76	44

Total Press

Area of Press	Intellectual	Health**	Social	Moral	Home--School**	Vocational*	Civic	Aesthetic	Acceptance	Independence
Negro	70	68	64	52	73	82	82	79	46	44
Anglo	63	54	60	53	59	71	78	68	44	44

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 19
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ETHNIC GROUP (NEGRO - ANGLO)

Anglo: N = 3282
Negro: N = 359

Question Number	Percentage of Press Negro	Anglo	Press Area	Chi Square	Level of Significance
35	44	29	Intellectual	10.93	.01
38	23	12	Intellectual	11.45	.01
39	73	58	Intellectual	9.22	.01
47	82	57	Intellectual	25.49	.01
57	79	56	Intellectual	21.47	.01
66	87	75	Intellectual	7.68	.01
93	75	90	Intellectual	25.00	.01
100	87	56	Intellectual	39.00	.01
7	57	45	Health-Fitness	5.82	.05
16	69	42	Health-Fitness	29.93	.01
43	87	74	Health-Fitness	8.78	.01
53	76	49	Health-Fitness	29.17	.01
59	71	31	Health-Fitness	74.80	.01
105	70	52	Health-Fitness	12.98	.01
19	63	45	Social Relationships	13.09	.01
38	77	88	Social Relationships	11.45	.01
65	69	54	Social Relationships	9.06	.01
99	57	39	Social Relationships	13.62	.01
4	86	93	Moral and Spiritual	4.07	.05
14	21	29	Moral and Spiritual	14.04	.01
33	84	75	Moral and Spiritual	4.32	.05
51	41	65	Moral and Spiritual	25.32	.01
61	70	43	Moral and Spiritual	29.74	.01
79	25	40	Moral and Spiritual	9.37	.01
95	68	56	Moral and Spiritual	5.84	.05
103	57	71	Moral and Spiritual	9.52	.01
18	76	57	Home-School	14.73	.01
36	70	55	Home-School	9.09	.01
45	89	81	Home-School	4.16	.01
64	92	73	Home-School	18.32	.01
73	57	15	Home-School	138.35	.01
83	58	40	Home-School	13.50	.01
6	96	87	Vocational	7.16	.01
15	74	35	Vocational	66.84	.01
42	67	50	Vocational	11.56	.01
52	72	60	Vocational	6.00	.05
62	97	82	Vocational	15.24	.01
71	75	61	Vocational	8.24	.01
90	78	68	Vocational	4.59	.05

Classified by Ethnic Group: Negro - Anglo (Continued)

Question Number	Percentage of Press Negro	Anglo	Press Area	Chi Square	Level of Significance
39	73	58	Civic	9.24	.01
48	86	76	Civic	5.49	.05
58	93	70	Civic	25.19	.01
67	64	75	Civic	6.45	.05
32	91	82	Aesthetic	5.49	.05
54	85	64	Aesthetic	19.14	.01
63	85	62	Aesthetic	22.45	.01
91	77	48	Aesthetic	33.69	.01
106	80	69	Aesthetic	5.65	.05
115	74	49	Aesthetic	25.00	.01
119	46	27	Aesthetic	18.31	.01
3	11	26	Acceptance	11.69	.01
12	83	90	Acceptance	5.44	.05
31	19	30	Acceptance	5.76	.05
49	59	43	Acceptance	10.44	.01
59	71	31	Acceptance	74.80	.01
65	69	54	Acceptance	9.06	.01
67	64	75	Acceptance	6.45	.05
87	39	49	Acceptance	4.00	.05
94	72	56	Acceptance	10.39	.01
102	82	74	Acceptance	4.20	.05
4	86	93	Independence	4.06	.05
13	22	47	Independence	25.09	.01
41	38	23	Independence	12.70	.01
50	45	34	Independence	5.39	.05
60	77	48	Independence	33.75	.01
78	19	10	Independence	9.00	.01
89	29	15	Independence	15.36	.01
101	32	43	Independence	4.93	.05
102	82	74	Independence	4.20	.05
104	18	33	Independence	10.16	.01
111	21	49	Independence	31.37	.01
118	46	76	Independence	50.97	.01
Total	68	54	Health-Fitness	7.89	.01
Total	73	59	Home-School	8.10	.01
Total	82	71	Vocational	5.87	.05
Total	79	68	Aesthetic	5.56	.05

TABLE 20
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFICATION BY PARTICIPATION IN TITLE I PROGRAMS

Title I: N = 2622
Non-Title I: N = 2051

Intellectual

Question	2	11	20	29	35	38	39	47	57*	66*	75	85	93	100*	108	120	T
Title I	98	78	95	62	34	12	58	65	67	83	82	30	92	72	70	76	67
Non-Title I	96	73	92	58	33	10	58	58	57	73	80	29	93	60	76	78	64

Health--Fitness

Question	7*	16	25	29	43	53**	59**	81	97	105**	T
Title I	37	52	68	38	78	64	41	78	65	66	59
Non-Title I	48	53	65	42	77	47	29	75	69	51	56

Social Relationships

Question	5	10*	19*	22	28	37	38	46	56	65*	74*	77	84	99*	107*	T
Title I	50	88	53	8	89	75	88	86	88	62	27	38	81	57	52	63
Non-Title I	50	80	42	13	90	75	90	88	83	51	19	41	83	46	63	65

Moral and Spiritual

Question	4	14	33	51	61	70	77	79	88	95	103*	114	T
Title I	95	18	76	60	45	26	38	37	89	63	61	11	52
Non-Title I	94	25	77	62	42	28	41	38	84	54	70	15	52

Classified by Participation in Title I Programs (Continued)

Home--School

Question	9	18**	27	36	45	55	64**	73	83	42	T
Title I	56	69	50	65	82	78	86	17	41	90	63
Non-Title I	48	56	54	62	83	77	70	17	43	87	60

Vocational

Question	6	15	24	34	42	52**	62	71*	80	90	120	T
Title I	90	42	96	86	58	64	87	69	89	71	76	75
Non-Title I	88	40	94	88	50	94	84	59	90	70	78	76

Civic

Question	1	30	39	48	58*	67	76	86	109	112	T
Title I	91	69	58	80	81	80	92	90	88	93	82
Non-Title I	92	68	58	78	70	77	90	88		91	80

Aesthetic

Question	8	17**	26	32	44	54**	63**	72	82	91**	98	106*	115	119	T
Title I	94	25	90	91	92	82	74	96	95	62	85	79	53	30	75
Non-Title I	95	12	85	85	94	64	58	95	93	45	81	68	54	24	68

Classified by Participation in Title I Programs (Continued)

Acceptance

Question	3*	12	21	22	31	40	49	59**	65*	67	68	74*	77	87	94	102**	110	113	116	T
Title I	17	91	78	8	30	27	46	41	62	80	70	27	38	46	64	84	3	37	12	45
Non-Title I	26	91	74	13	28	28	45	29	51	77	76	19	41	50	58	68	4	41	12	44

Independence

Question	4	13	40	41	50	60	69	78	85	89	96	101**	102**	104	111*	117	118	T
Title I	95	34	73	30	33	53	45	7	30	10	9	29	84	24	36	74	71	43
Non-Title I	94	42	72	25	33	48	50	9	29	12	9	53	68	32	47	70	76	45

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
Title I	67	59	63	52	63	75	82	75	45	43
Non-Title I	64	56	65	52	60	76	80	68	44	45

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 21
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY PARTICIPATION IN TITLE I PROGRAMS

Title I: N = 2622
Non-Title I: N = 2051

Question Number	Percentage of Press Title I	Non-Title I	Press Area	Chi Square	Level of Significance
57	67	57	Intellectual	4.07	.05
66	83	73	Intellectual	5.07	.05
100	72	60	Intellectual	6.00	.05
7	37	48	Health-Fitness	4.85	.05
53	64	47	Health-Fitness	11.60	.01
59	41	29	Health-Fitness	7.00	.01
105	66	51	Health-Fitness	9.00	.01
10	88	80	Social Relationships	4.00	.05
19	53	42	Social Relationships	4.97	.05
65	62	51	Social Relationships	4.84	.05
74	27	19	Social Relationships	4.16	.05
99	57	46	Social Relationships	4.87	.05
107	52	63	Social Relationships	5.19	.05
103	61	70	Moral and Spiritual	3.86	.05
18	69	56	Home-School	6.86	.01
64	86	70	Home-School	12.19	.01
52	64	94	Vocational	159.57	.01
71	69	59	Vocational	4.13	.05
58	81	70	Civic	5.76	.05
17	25	12	Aesthetic	16.00	.01
54	82	64	Aesthetic	14.06	.01
63	74	58	Aesthetic	10.51	.01
91	62	45	Aesthetic	11.67	.01
106	79	68	Aesthetic	5.56	.05
3	17	26	Acceptance	4.02	.05
59	41	29	Acceptance	7.00	.01
65	62	51	Acceptance	4.84	.05
74	27	19	Acceptance	4.16	.05
102	84	68	Acceptance	11.76	.01
101	29	53	Independence	23.13	.01
102	84	68	Independence	11.76	.01
111	36	47	Independence	4.85	.05

TABLE 22
PERCENTAGES OF PUPILS REFLECTING PRESS

CLASSIFIED BY ABILITY GROUPING

Low Group: N = 803
High Group: N = 611

Intellectual

Question	2	11*	20	29**	35**	38	39	47**	57*	66	75	85	93**	100**	108	120	T
Low	92	84	93	48	44	18	65	80	76	82	82	26	76	80	70	67	68
High	95	73	92	63	20	13	63	58	66	80	79	33	87	63	72	72	64

Health--Fitness

Question	7**	16**	25	29**	43	53**	59**	81	97	105*	T**
Low	55	60	74	52	80	78	66	75	63	73	68
High	41	43	70	37	74	56	35	75	60	62	55

Social Relationships

Question	5**	10	19**	22	28	37	38	46	56	65*	74	77	84	99**	107	T
Low	62	85	57	13	84	76	82	82	86	72	28	42	79	63	63	65
High	41	82	43	12	87	82	87	82	82	60	27	41	78	44	60	60

Moral and Spiritual

Question	4	14	33	51**	61**	70	77	79*	88	95*	103	114	T
Low	90	19	79	44	66	24	42	31	86	72	59	13	52
High	91	27	79	65	51	31	41	41	89	62	67	19	55

Classified by Ability Grouping (Continued)

Home-School

Question	9*	18**	27	36**	45	55	64	73**	83*	92	T
Low	67	73	56	76	85	79	85	47	46	88	70
High	56	59	49	59	84	74	82	26	36	87	61

Vocational

Question	6	15**	24	34	42**	52**	62*	71	80	90	120	T
Low	95	66	94	87	66	71	94	71	83	74	67	79
High	89	44	94	83	42	56	85	69	86	70	72	72

Civic

Question	1	30**	39	48*	58**	67**	76	86	109*	112**	T
Low	87	76	65	85	92	65	85	87	80	88	81
High	91	61	63	76	81	77	82	86	87	99	80

Aesthetic

Question	8	17**	26	32	44	54*	63*	72	82	91**	98	106**	115**	119**	T
Low	91	34	87	84	87	82	81	95	92	76	81	83	65	43	77
High	93	17	83	85	86	72	72	96	90	60	77	70	52	28	70

Classified by Ability Grouping (Continued)

Acceptance

Question	3	12	21	22	31	40	49	59**	65*	67**	68	74	77	87*	94	102	110**	113**	116	T
Low	18	90	83	13	26	31	60	66	72	65	68	28	42	35	75	81	15	36	12	48
High	19	90	80	12	24	35	54	35	60	87	73	27	41	45	66	76	8	49	16	47

Independence

Question	4	13*	40	41**	50	60**	69	78	85	89**	96	101*	102	104	111*	117	118	T
Low	90	23	69	39	33	72	50	15	24	34	10	33	81	20	24	64	72	44
High	91	35	65	16	32	47	41	12	33	16	10	43	76	25	34	70	71	42

Total Press

Area of Press	Intellectual	Health**	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance	Independence
Low	68	68	65	52	70	79	81	77	48	44
High	64	55	60	55	61	72	80	70	47	42

*Difference in percentage of pupils reflecting press (X^2) significant at the .05 level.
**Difference in percentage of pupils reflecting press (X^2) significant at the .01 level.

TABLE 23
SIGNIFICANT DIFFERENCES IN PRESS AREAS

CLASSIFIED BY ABILITY GROUPS

Low Group: N = 803
High Group: N = 611

Question Number	Percentage of Press Low	High	Press Area	Chi Square	Level of Significance
11	84	73	Intellectual	6.14	.05
29	48	63	Intellectual	9.65	.01
35	44	20	Intellectual	36.00	.01
47	80	58	Intellectual	19.86	.01
57	76	66	Intellectual	4.45	.05
93	76	87	Intellectual	10.70	.01
100	80	63	Intellectual	12.40	.01
7	55	41	Health-Fitness	8.08	.01
16	60	43	Health-Fitness	11.79	.01
29	52	37	Health-Fitness	9.65	.01
53	89	56	Health-Fitness	19.64	.01
59	66	35	Health-Fitness	42.24	.01
105	73	62	Health-Fitness	5.13	.05
5	62	41	Social Relationships	18.23	.01
19	57	43	Social Relationships	8.04	.01
65	72	60	Social Relationships	6.00	.05
99	63	44	Social Relationships	14.65	.01
51	44	65	Moral and Spiritual	19.38	.01
61	66	51	Moral and Spiritual	9.00	.01
79	31	41	Moral and Spiritual	4.13	.05
95	72	62	Moral and Spiritual	4.24	.05
9	67	56	Home-School	4.91	.05
18	73	59	Home-School	8.10	.01
36	76	59	Home-School	11.95	.01
73	47	26	Home-School	22.92	.01
83	46	36	Home-School	4.34	.05
15	66	44	Vocational	19.64	.01
42	66	42	Vocational	23.64	.01
52	71	56	Vocational	9.13	.01
62	94	85	Vocational	6.35	.05
30	76	61	Civic	9.46	.01
48	85	76	Civic	4.44	.05
58	92	81	Civic	7.86	.01
67	65	77	Civic	8.13	.01
109	80	87	Civic	4.33	.05
112	88	99	Civic	122.22	.01

Classified by Ability Grouping (Continued)

Question Number	Percentage of Press Low	High	Press Area	Chi Square	Level of Significance
17	34	17	Aesthetic	20.48	.01
54	82	72	Aesthetic	4.96	.05
63	81	72	Aesthetic	4.01	.05
91	76	60	Aesthetic	10.67	.01
106	83	70	Aesthetic	8.04	.01
115	65	52	Aesthetic	6.77	.01
119	43	28	Aesthetic	11.16	.01
59	66	35	Acceptance	42.24	.01
65	72	60	Acceptance	6.00	.05
67	65	87	Acceptance	42.79	.01
87	35	45	Acceptance	4.04	.05
110	15	8	Acceptance	6.65	.01
113	36	49	Acceptance	6.76	.01
13	23	35	Independence	6.32	.05
41	39	16	Independence	39.36	.01
60	72	47	Independence	25.09	.01
80	34	16	Independence	24.11	.01
101	33	43	Independence	4.08	.05
111	24	34	Independence	4.45	.05
Total	68	55	Health-Fitness	6.82	.01

TABLE 24
PERCENTAGES OF TEACHERS, ADMINISTRATORS,

AND TOTAL PUPILS REFLECTING PRESS

Administrators: N = 30
Teachers: N = 73
Total Pupils: N = 5124

Intellectual

Question	2	11	20	29**	35	38	39	47	57	66	75	85	93	100	108**	120	T
Teachers	97	85	81	32	80	36	80	85	88	75	92	32	84	51	7	40	65
Admin.	100	87	63	7	77	20	80	80	90	77	93	23	80	67	37	30	64
Pupils	96	76	93	58	34	13	59	64	64	79	81	30	88	67	73	76	65

Health--Fitness

Question	7**	16	25	29	43	53	59**	81	97**	105*	T
Teachers	29	3	58	68	93	47	78	93	88	94	65
Admin.	60	7	67	93	100	57	47	83	60	77	65
Pupils	46	50	68	42	78	58	41	76	67	60	59

Social Relationships

Question	5	10	19	22	28	37	38	46	56	65	74	77	84	99**	107	T
Teachers	74	78	71	47	48	96	60	64	48	82	26	41	74	90	60	64
Admin.	90	80	60	60	67	87	80	70	37	90	17	23	73	63	73	65
Pupils	50	84	49	12	89	76	87	85	85	61	25	41	80	49	58	62

Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

Moral and Spiritual

Question	4	14	33	51	61	70	77	79**	88	95**	103	114	T
Teachers	80	75	92	75	44	75	41	41	52	73	75	19	62
Admin.	73	67	100	70	63	67	23	17	63	93	60	30	60
Pupils	93	23	77	60	48	28	41	37	86	61	66	15	52

Home--School

Question	9	18	27	36	45	55	64	73	83	92	T
Teachers	82	73	68	81	94	88	77	20	62	59	70
Admin.	80	63	77	70	97	80	77	30	47	80	70
Pupils	54	63	53	63	83	78	80	23	42	88	63

Vocational

Question	6	15	24	34**	42	52*	62*	71	80	90*	120	T
Teachers	90	70	59	10	38	22	71	64	97	37	40	54
Admin.	93	60	63	47	43	43	90	73	83	60	30	62
Pupils	90	45	95	85	56	64	86	66	87	71	76	74

Civic

Question	1	30	39	48	58	67	76**	86	109	112**	T
Teachers	100	34	80	51	51	96	93	80	94	100	78
Admin.	97	50	80	67	70	73	67	67	93	90	75
Pupils	91	68	59	79	78	75	89	88	87	89	80

Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

Aesthetic

Question	8	17	26	32	44	54	63	72	82	91	98*	106	115	119	T
Teachers	97	38	63	41	96	68	99	88	80	67	82	59	66	20	69
Admin.	97	37	67	30	90	50	90	93	97	53	63	60	67	23	65
Pupils	94	21	86	85	91	72	70	96	93	58	82	74	54	31	72

Acceptance

Question	3	12	21	22	31**	40**	49	59	65	67**	68	74	77	87	94	102**	110	113	116	T*
Teachers	29	94	100	47	27	92	97	78	82	96	90	26	41	84	97	77	73	81	51	72
Admin.	20	90	97	60	3	50	83	47	90	73	93	17	23	77	90	43	67	80	57	61
Pupils	21	90	77	12	29	30	48	41	61	75	72	24	41	46	63	77	7	40	13	45

Independence

Question	4	13	40	41	50**	60	69	78	85	89	96**	101	102	104	111	117	118**	T
Teachers	80	22	7	41	45	42	67	19	32	40	52	36	77	45	0	90	78	45
Admin.	73	17	50	57	17	43	53	17	23	30	23	50	43	53	3	80	50	40
Pupils	93	37	70	28	34	55	47	11	30	17	10	39	77	28	40	70	74	44

Percentages of Teachers, Administrators, and Total Pupils Reflecting Press (Continued)

Total Press

Area of Press	Intellectual	Health	Social	Moral	Home--School	Vocational	Civic	Aesthetic	Acceptance*	Independence
Teachers	65	65	64	62	70	54	78	69	72	45
Admin.	64	65	65	60	70	62	75	65	61	40
Pupils	65	59	62	52	63	74	80	72	45	44

*Difference in percentage of teachers and administrators reflecting press significant at the .05 level.
**Difference in percentage of teachers and administrators reflecting press significant at the .01 level.

TABLE 25
SIGNIFICANT DIFFERENCES BETWEEN TEACHER

AND ADMINISTRATOR RESPONSES TO KEYS QUESTIONS

Administrators: N = 30
Teachers: N = 73

Question	Area of Press	Direction of Press	Group Showing Press	Level of Significance
7	Health-Fitness	Yes	Teachers	.01
29	Intellectual	No	Administrators	.01
31	Acceptance	No	Administrators	.01
34	Vocational	Yes	Teachers	.01
40	Acceptance	No	Teachers	.01
50	Independence	No	Teachers	.01
52	Vocational	Yes	Teachers	.05
59	Health-Fitness	Yes	Administrators	.01
62	Vocational	Yes	Teachers	.05
67	Acceptance	No	Administrators	.01
76	Civic	Yes	Administrators	.01
79	Moral and Spiritual	No	Administrators	.01
90	Vocational	Yes	Teachers	.05
95	Moral and Spiritual	Yes	Teachers	.05
96	Independence	No	Administrators	.01
97	Health-Fitness	Yes	Administrators	.01
98	Aesthetic	Yes	Administrators	.05
99	Social Relationships	Yes	Administrators	.01
102	Acceptance	Yes	Administrators	.01
105	Health-Fitness	Yes	Administrators	.05
108	Intellectual	Yes	Teachers	.01
112	Civic	Yes	Administrators	.01
118	Independence	Yes	Administrators	.01
Total	Acceptance	Yes	Teachers	.05

PA24
BR6-2827

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E.R.I.C.

KEYS

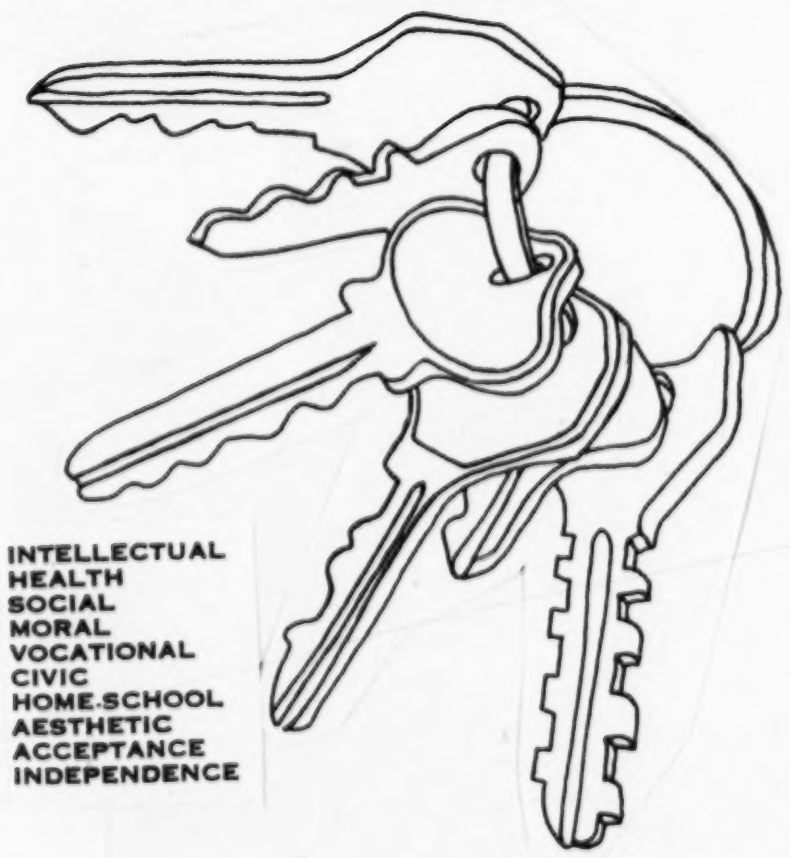
TO

ELEMENTARY SCHOOL ENVIRONMENT

Subgroup Reference Norms to Accompany
"Keys to Elementary School Environment"

[1971]

Form E



Owen L. Caskey
Professor of Education
Texas Tech University

Doris J. Webb
Coordinator of
Elementary Counseling
Lubbock Public Schools

THINKING ABOUT MY SCHOOL

Do people sometimes come to your school to find out what it is like? They sit in classes, tour the building, walk around the schoolground. They talk with your principal and teachers, and sometimes even your parents. But does anyone ever ask *you* what school is like?

That is what we are going to do today, because we think you know more about what going to school is like than anyone else. Of course, you don't always think the same thing about school. Some days you feel wonderful, the teachers are friendly, the other kids are fun to play with and fair on the playgrounds, you understand your schoolwork and finish your assignments without much trouble. School is an all-around fine place to be. But other days . . . well, it shouldn't happen to a dog. The teachers are cross, the kids unfair, and you don't understand a thing. You wish you were anywhere else—anywhere away from school. But school isn't really like either of those times. It is somewhere in between, most of the time.

And that is what we want to find out. What *is* school like—most of the time—not on the very best days or the worst days, *but most of the time.*

On the answer sheet which you have, there is a place to mark *Yes* or *No.* We are going to say some things which are true about some schools but are not true about other schools. Will you think carefully, and mark *Yes* if what we say is true about your school—most of the time, or mark *No* if it is not true of your school most of the time. For instance if we should say, "The rooms in our school are clean and attractive," you would mark *Yes* if that is usually true, even though you might remember some particular time when it was not true. If we make some statement about teachers, such as, "Teachers are so mean they should be witches!", you would mark *No* if most of the teachers are *not* like that—even though you might have known some particular teacher who was like that, at least part of the time.

Do you understand now what we want you to do? By answering *Yes* or *No* to the statements we will make, you will tell us what your school is like. Remember, you will mark *Yes* if what we say is usually true about your school, or *No* if it is not true most of the time. You will be told how to fill out your answer sheet. Answer your questions on the answer sheet. Do not write or mark in this booklet.

THINKING ABOUT MY SCHOOL

1. Pupils have responsibilities for helping in the classroom.

2. Pupils enjoy looking for information and finding out new ideas.

3. Teachers often make children apologize when they have done something wrong.

4. Teachers trust pupils to behave when a teacher is not with them and do not encourage children to tell on each other.

5. Pupils are nearly always able to settle arguments without fighting; so there are few fights in this school.

6. Teachers talk with pupils about ways school subjects may help them in future jobs.

7. Coaches help pupils on school teams after school.

8. Pupils enjoy painting and drawing.

9. Teachers encourage children to talk with their parents about what happens at school.

10. Pupils enjoy a school which has many different kinds of children.

11. Pupils often talk about subjects and ideas they are studying in school.

12. Teachers like to hear about things pupils do away from school.

13. Pupils like for teachers to tell them what to do and how to do it.

14. A lot of pupils cheat in this school.

15. Pupils and teachers talk about ways pupils may get training and education for different occupations.

16. Coaches or teachers help boys and girls who are not on school teams if they wish to play on the schoolground after school.

17. Children and teachers often listen to music while they study or work on projects.

18. Most children like to talk about school with their families.

19. Teachers encourage children to help each other with their work.

20. Most pupils try hard to get good grades and do better than other pupils.

21. Most teachers like the pupils they teach.

22. A lot of children tell on each other in this school.

23. Pupils and teachers often talk about what is right or wrong.

24. The main reason most pupils stay in school is that they think education will help them get good jobs when they graduate.

25. Pupils want to develop themselves physically with exercises and calisthenics.

26. Many pupils would like to play a musical instrument.

27. Most children like to talk about their families at school.

28. Many pupils belong to organizations such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Club, or church groups.

29. Pupils generally admire those who are good in sports more than those who make good grades.

30. Pupils enjoy talking about elections, politics, and public affairs.

31. Some children think they are better than others.

32. Pupils enjoy learning about famous musicians and composers.

33. Pupils admire the ones who are honest and fair.

34. Pupils often talk about the college they will attend.

35. A teacher often talks with just one pupil to suggest a book he might enjoy or talks with him about one he has read.

36. Teachers talk with pupils about the ways members of a family may help each other.

37. Pupils often work together on projects.

38. Most girls would rather be popular than make good grades.

39. Teachers like for pupils to look at special TV programs on public affairs and foreign relations.

40. Teachers do not like for pupils to ask for extra help or further explanation.

41. Pupils may look at filmstrips by themselves or in small groups.

42. Teachers take pupils to visit industries in order to learn about community resources and ways different people earn a living.

43. The principal, nurse, or teachers help to get glasses and medical care for children who need them.

44. Pupils like for their teachers to read stories to them.

45. Teachers welcome parents who wish to talk about their children's school work or problems at school.

46. Teachers talk with pupils about the way they should dress and behave at parties.

47. Pupils consider learning arithmetic important.

48. Pupils elect officers in their rooms to help in planning activities.

49. Pupils often laugh and have a good time learning.

50. Teachers usually plan assignments without discussing them with pupils.

51. A lot of pupils write "dirty words" on the walls or desks at school.

52. Visitors are invited to school to discuss different ways people make a living.

53. The school nurse helps pupils learn how to be healthy.

54. Pupils like to hear poetry read out loud and often read poetry aloud or recite it.

55. Parents feel free to talk with teachers about school.

56. The school often has parties for pupils.

57. Most pupils like to read.

58. Most classes have pupils appointed or elected to welcome guests and help visitors or new pupils.

59. Most pupils would feel comfortable to talk with teachers about personal problems of health or physical development.

60. Sometimes pupils plan their own assignments.

61. Children seldom have anything stolen at school.

62. Pupils often talk with each other about what they will do when they are grown.

63. Teachers decorate their rooms to make them pretty and attractive.

64. Children like for their parents to visit school.

65. Most children are friendly with everyone.

66. Many pupils are interested in science.

67. Just the pupils the teacher likes best get to help in class affairs.

68. Most of the pupils in this school would rather go here than to any other school in town.

69. Pupils may usually move about the room without asking permission.

70. Children often talk in an ugly way when the teacher is out of the room.

71. Most parents will be glad when their children get out of school and start earning a living.

72. Pupils enjoy going on trips to art exhibits and museums.

73. Teachers visit in the homes of their pupils.

74. Certain pupils stick together and will not play with other people.

75. Teachers and pupils say good things about pupils who make good grades.

76. Pupils take turns helping, and nearly everyone gets to be a helper or class officer some time during the year.

77. Some children are afraid of other children.

78. Most of the time all of the pupils in a class are working on the same assignment.

79. Some pupils threaten others to get their own way.

80. Teachers and pupils often discuss habits and attitudes which may help pupils succeed when they are out of school.

81. Pupils learn about problems of health and development important to most people their age.

82. Pupils enjoy going to musical programs and plays.

83. Most teachers are glad to talk with parents by telephone after school hours.

84. Pupils often talk about parties and social affairs.

85. Pupils often do work they already understand while others catch up.

86. Pupils learn how to preside and manage discussions in an orderly way.

87. Some pupils misbehave a lot without being punished, but others are punished for every little thing they do.

88. Most pupils think they should tell the truth even if it gets them in trouble.

89. A pupil may go to the library by himself almost any period of the day.

90. Many pupils think they may be famous, wealthy, or important when they are grown.

91. Teachers talk with pupils about pictures and artists.

92. Most parents would welcome a visit from their child's teacher.

93. Pupils can pass in this school without studying very much.

94. Most children feel relaxed and happy at school.

95. Most pupils think it is wrong to fight.

96. Teachers wish pupils would follow directions without asking why.

97. Teachers and coaches are interested in sports for girls as well as boys.

98. Nearly every room in our school has something beautiful in it.

99. Teachers spend a lot of time helping pupils learn ways of getting along with others.

100. The main reason pupils stay in school is that they enjoy learning.

101. Children have to line up to go from place to place instead of going by themselves.

102. Most pupils will speak up if they feel the teacher has treated them unfairly.

103. Some pupils dislike going to the restrooms because other pupils act rough and bother them.

104. Everyone in this school knows what he is supposed to be doing every minute of the day.

105. Pupils often get a chance to stretch their legs and get a breath of fresh air.

106. Pupils often bring something artistic or beautiful to share with others.

107. Pupils often talk about their boy friends or girl friends.

108 Pupils have too many homework assignments in this school.

109. Pupils in this school are proud to be Americans.

110. Teachers often become angry or upset.

111. Pupils like for teachers to be strict but fair.

112. Pupils learn about America and what makes it great.

113. Pupils are frequently sent out into the hall for punishment.

114. Some pupils talk ugly to others on the schoolground and on the way to and from school.

115 Our school often has flowers and growing plants in the building and classrooms for pupils and teachers to enjoy.

116. Many children complain and criticize a lot.

117. This school has many rules which are not needed.

118. Nearly every day there is some time for a pupil to do something which he chooses whether others are doing it or not.

119. Pupils like to listen to the same kind of music at home that they learn at school.

120. Nearly all pupils in this school will probably finish high school.

PLOTTING CLASS AND SCHOOL PROFILES

Profiles may be combined and compared by plotting percentages of various groups and sub-groups on the profile charts. Utilizing one of the charts which is to be compared, additional responses may be added and interpreted by following the directions outlined below:

1. In the box above each item number, record the percentage of pupils responding to that item of press.

2. Starting from the heavy black line which marks the 50th Percentile, draw a line to a point even with the percentile mark which corresponds with the percentage recorded below for each item on the press profile.

3. Which item lines extend above Band A? These items are perceived by pupils as highly significant aspects of school press. Refer to a copy of the "Keys to Elementary School Environment" or the test manual for the items in each press which relate to these perceptions. Which items extend above Band B but not above Band A? These items are considered very significant aspects of press, and those extending above Band C, but not above Band B, as significant. Any lines which extend below the 50th Percentile past Band A are considered highly significant aspects of negative press; below Band B but not below Band A, very significant; and below Band C, but not below Band B, significant. Lines which do not extend outside the limits of Bands C (the shaded area) are not considered statistically significant.

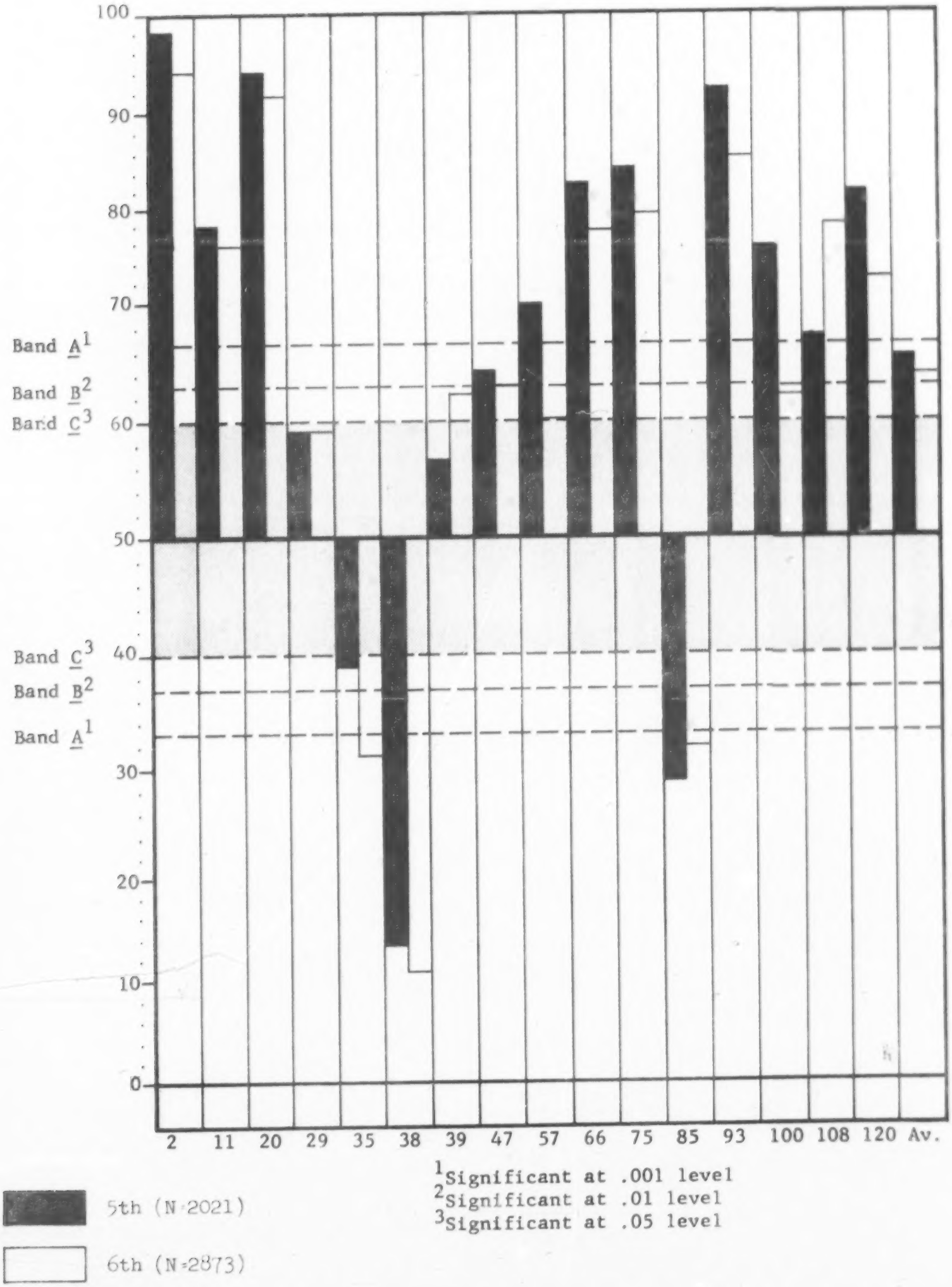
4. In the last column, record the mean score for all items under that particular area of press. Draw a line even with that percentile point from the line at the 50th Percentile. Is the average press positive (above the 50th Percentile), or negative (below the 50th Percentile)? Is it highly significant (extending beyond the limits of Bands A), very significant (extending beyond Bands B), or significant (extending beyond Bands C)?

5. Record scores in the same way for each different press.

6. On the chart presenting Total Press, record the mean percentages in the box above each press. Draw the profile in the same way as the representation of separate items of press were drawn. Interpret the significance of each press in the same manner as individual items of the press.

7. Repeat steps one through six, above, for each group or sub-group to be added to the chart for comparison.

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS

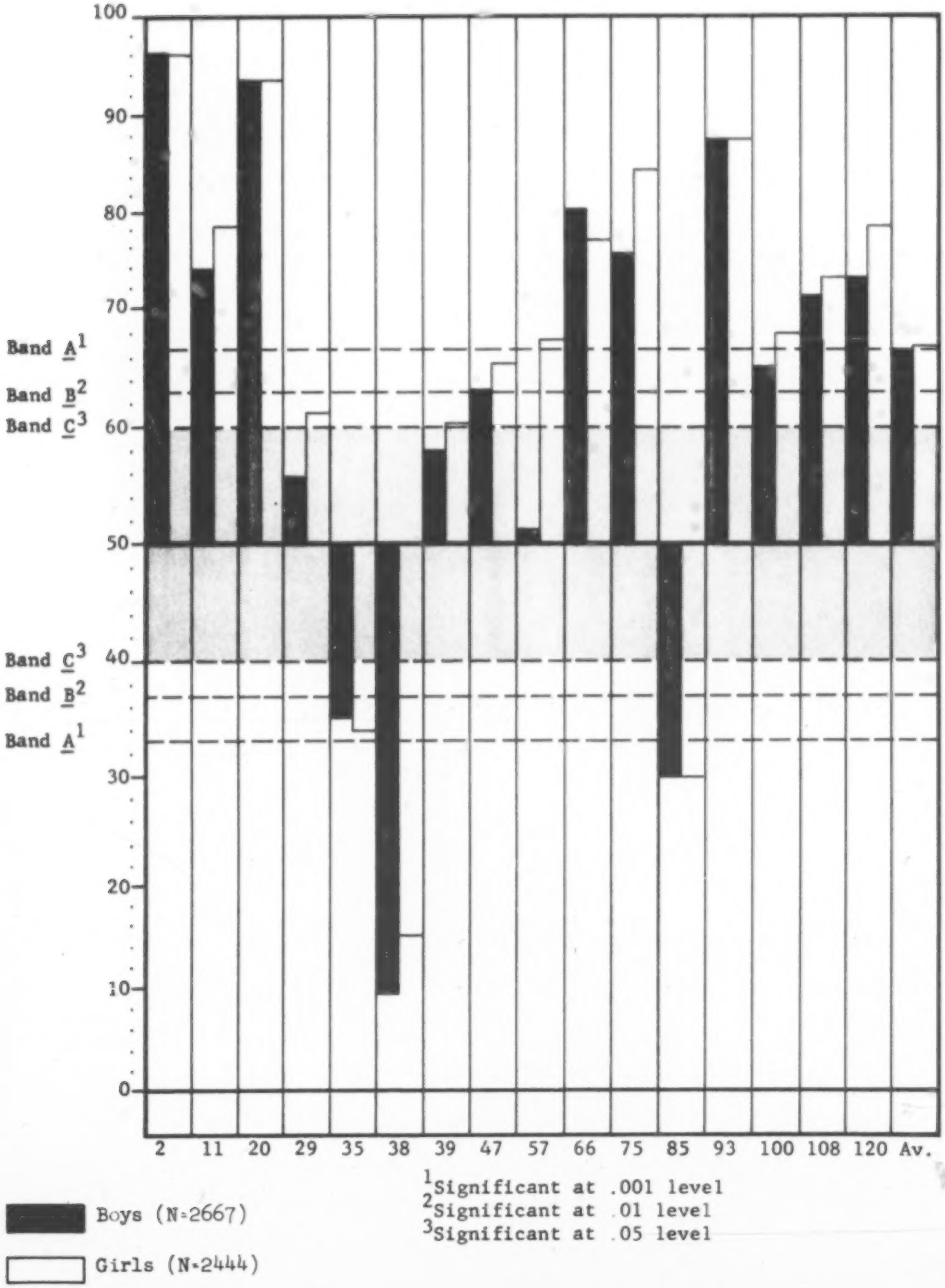


[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

5th (N=2021)

6th (N=2873)

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS

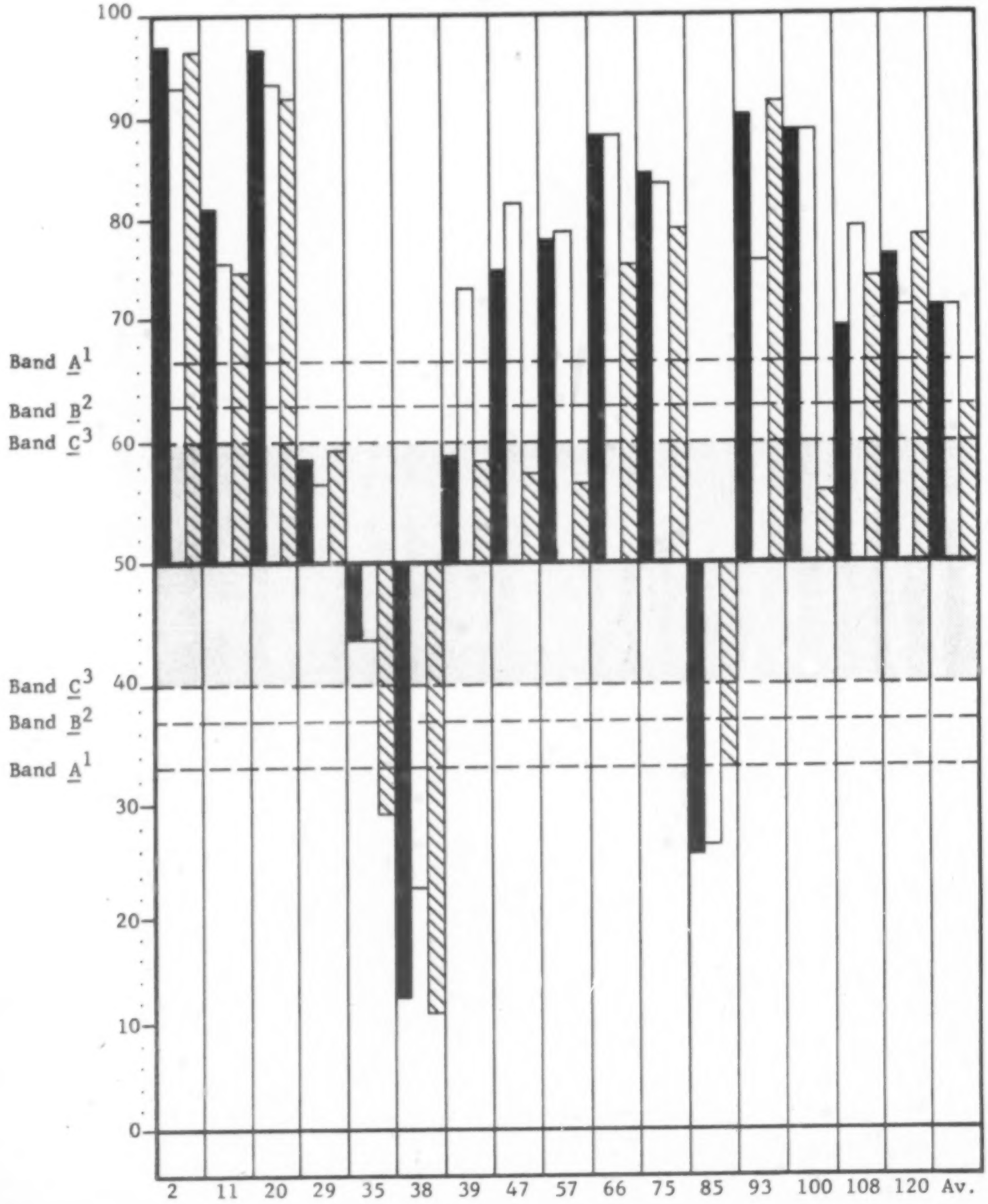


[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

Boys (N=2667)

Girls (N=2444)

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS



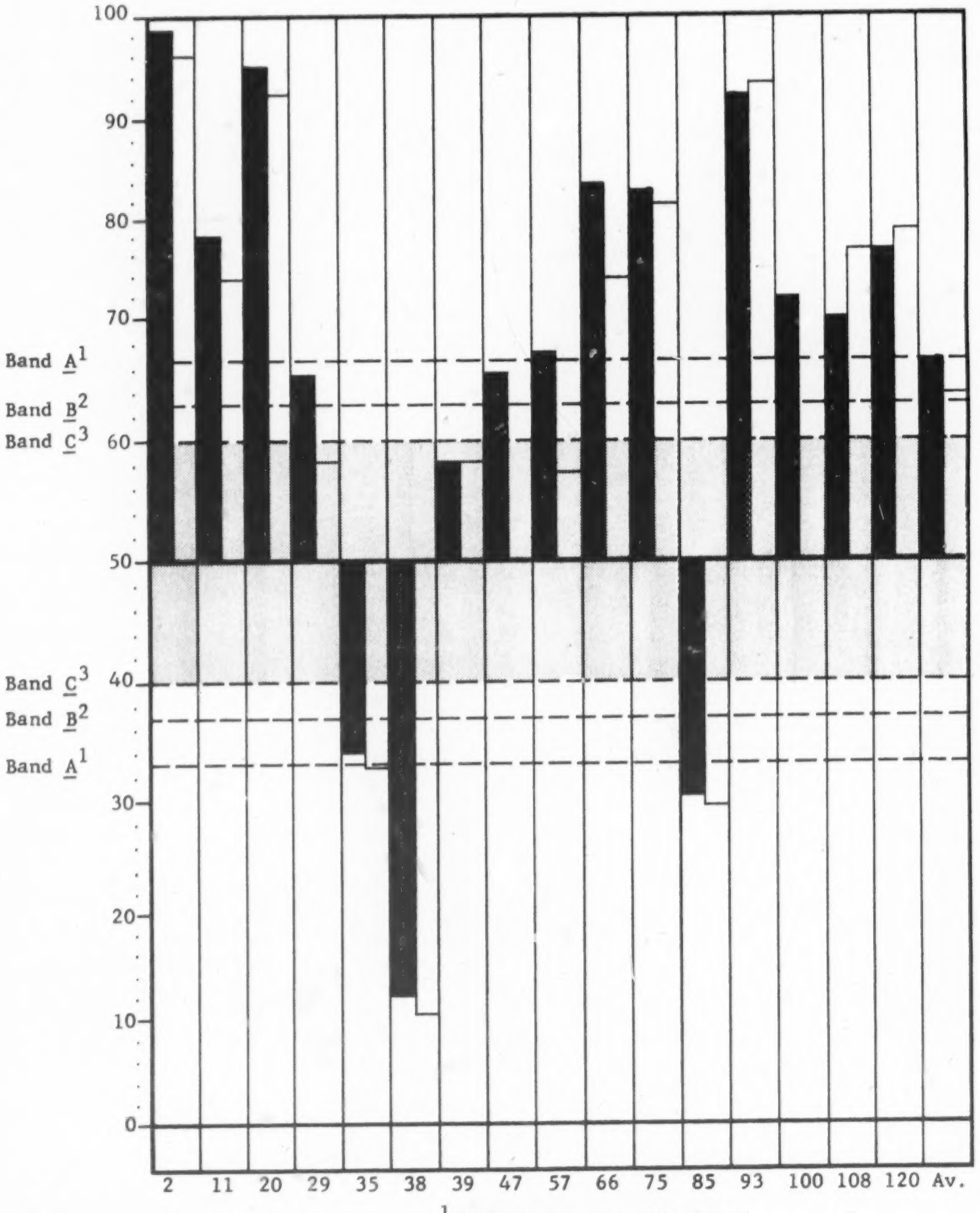
[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

Mexican American

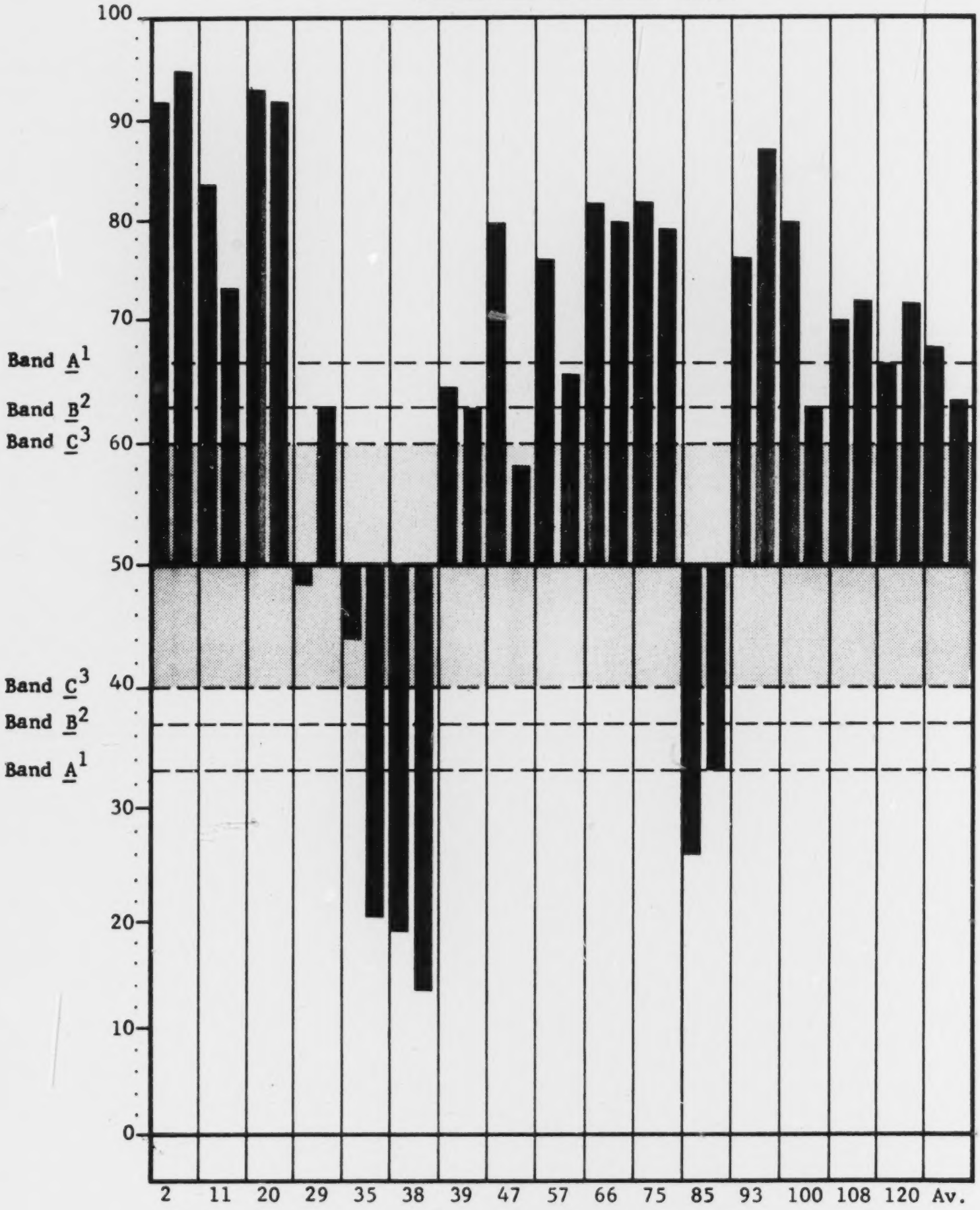
Afro-American

Anglo American

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS



PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS
CLASSIFIED BY ABILITY GROUP

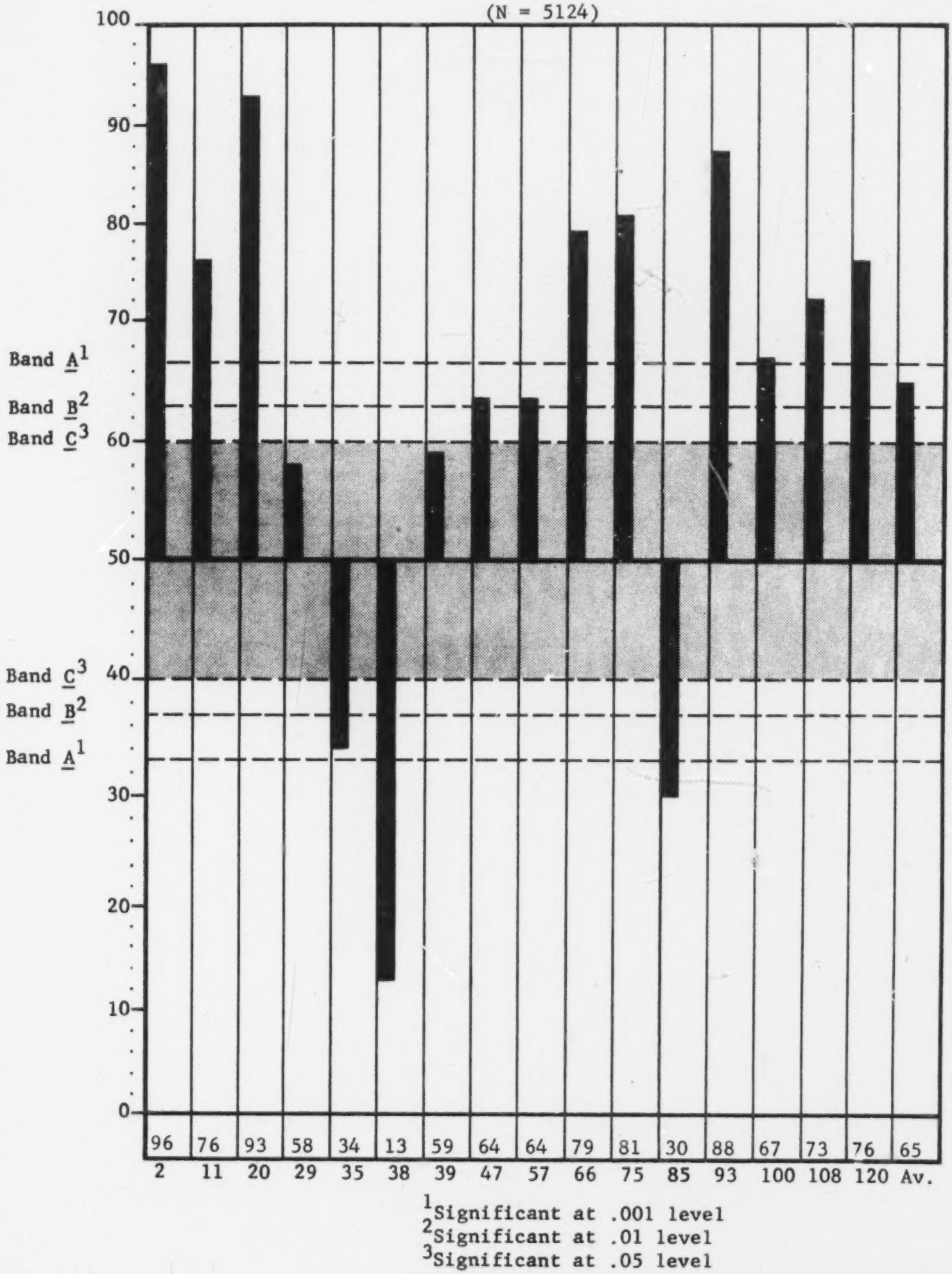


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS

(N = 5124)



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[2]Significant at .01 level
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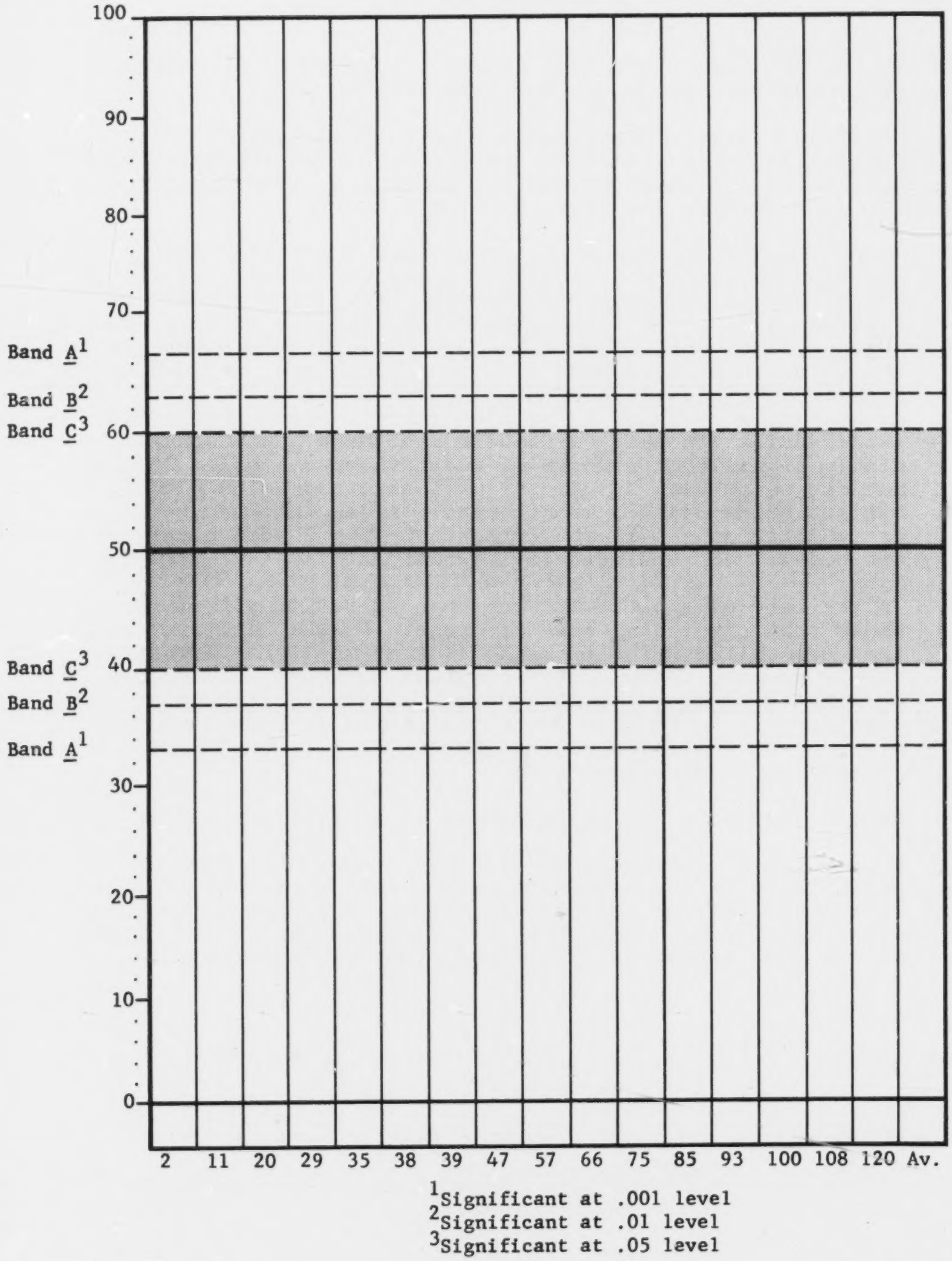
PERCENTAGE OF PUPILS RESPONDING TO
INTELLECTUAL PRESS



[1]Significant at .001 level
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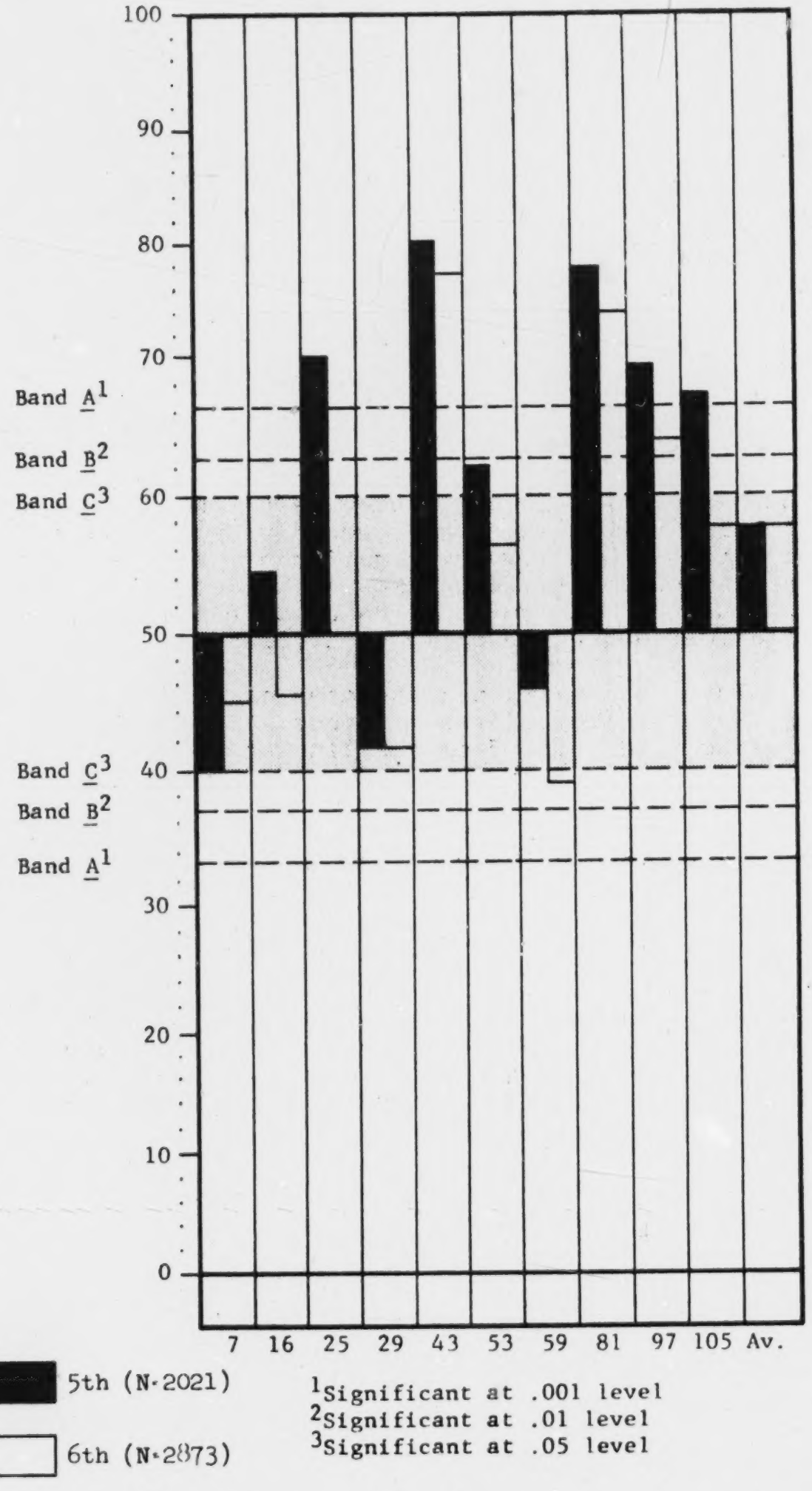
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



5th (N·2021)

6th (N·2873)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

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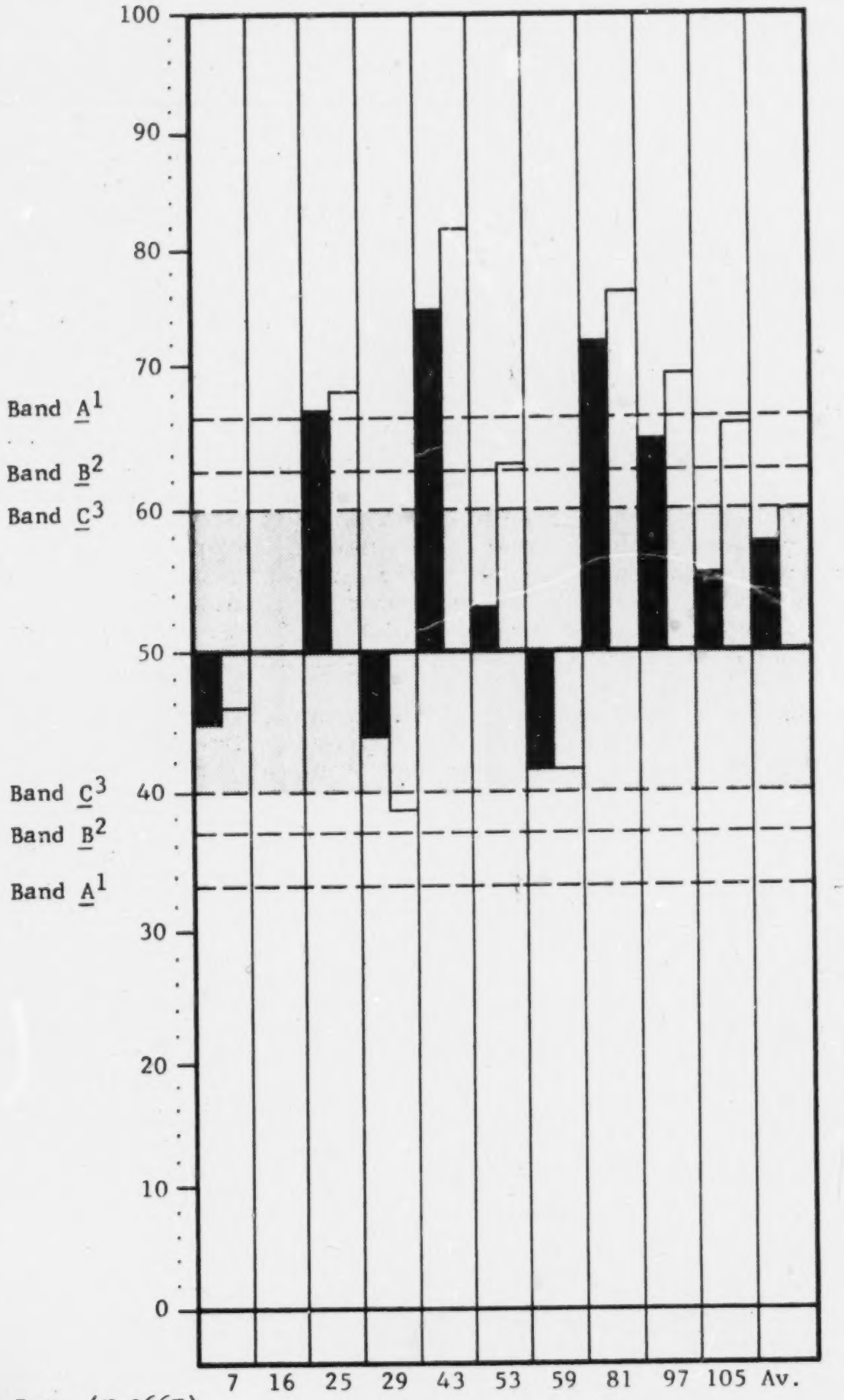
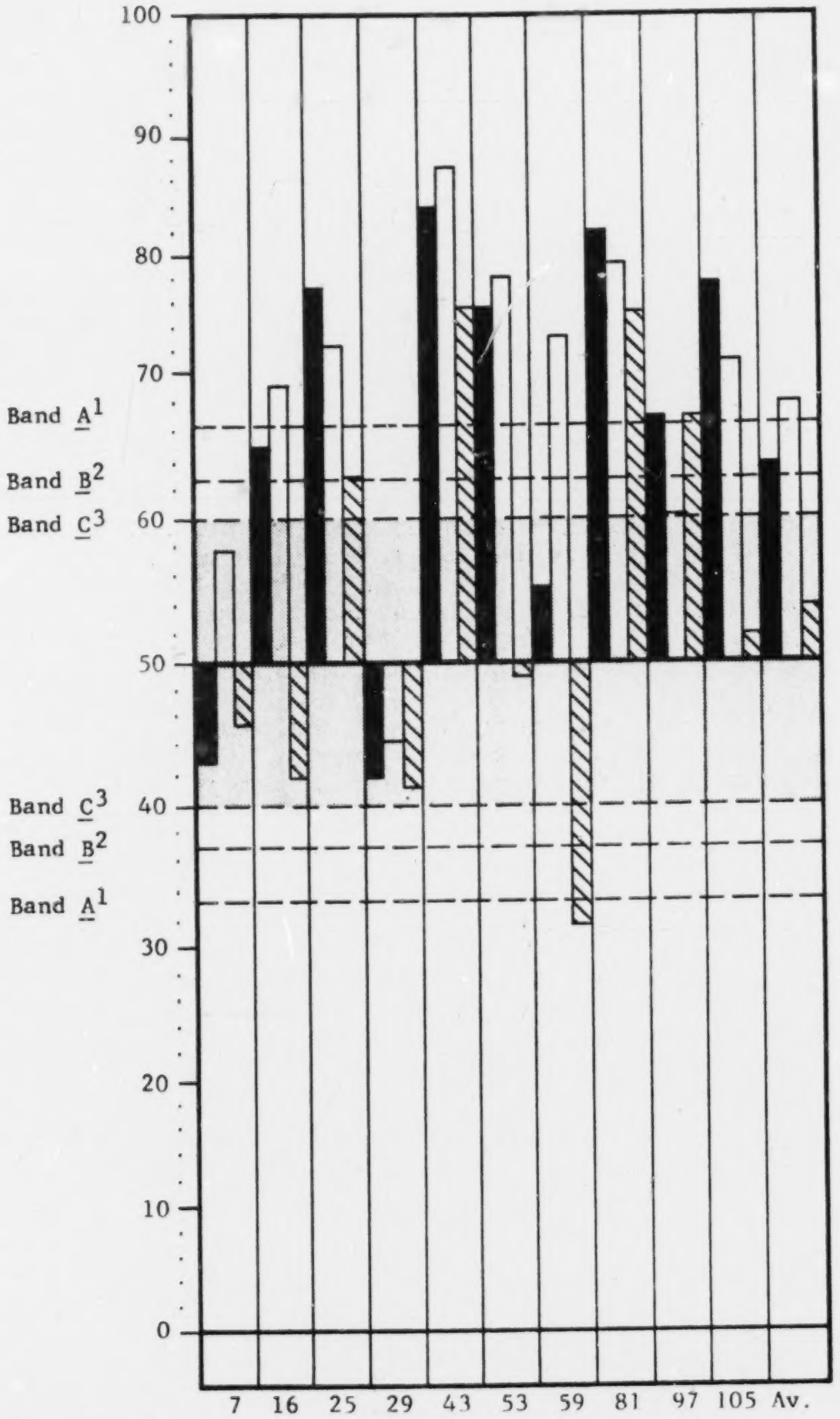
HEALTH-PHYSICAL FITNESS PRESS



PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
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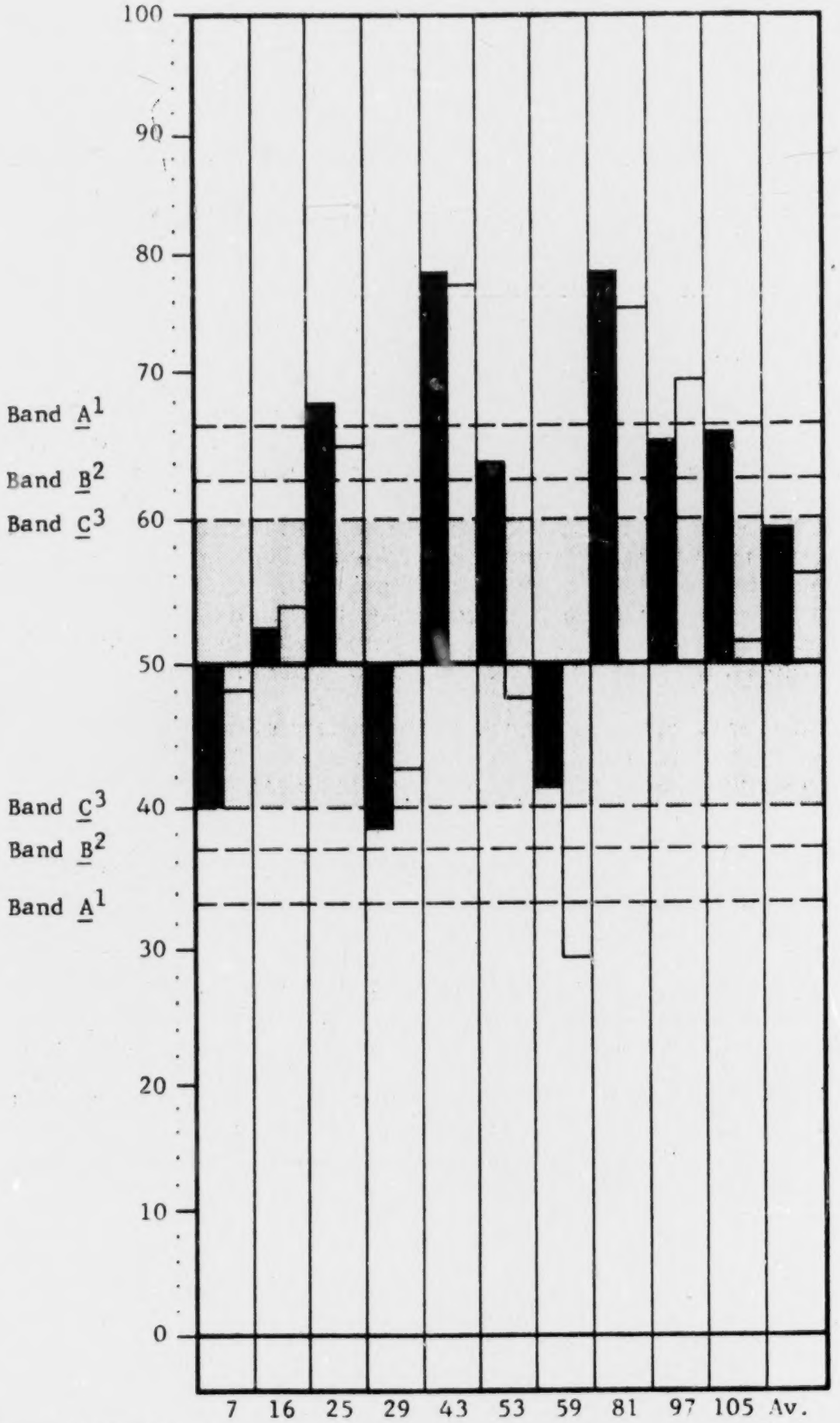
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



Title I (N=2622)

Non-Title I (N=2051)

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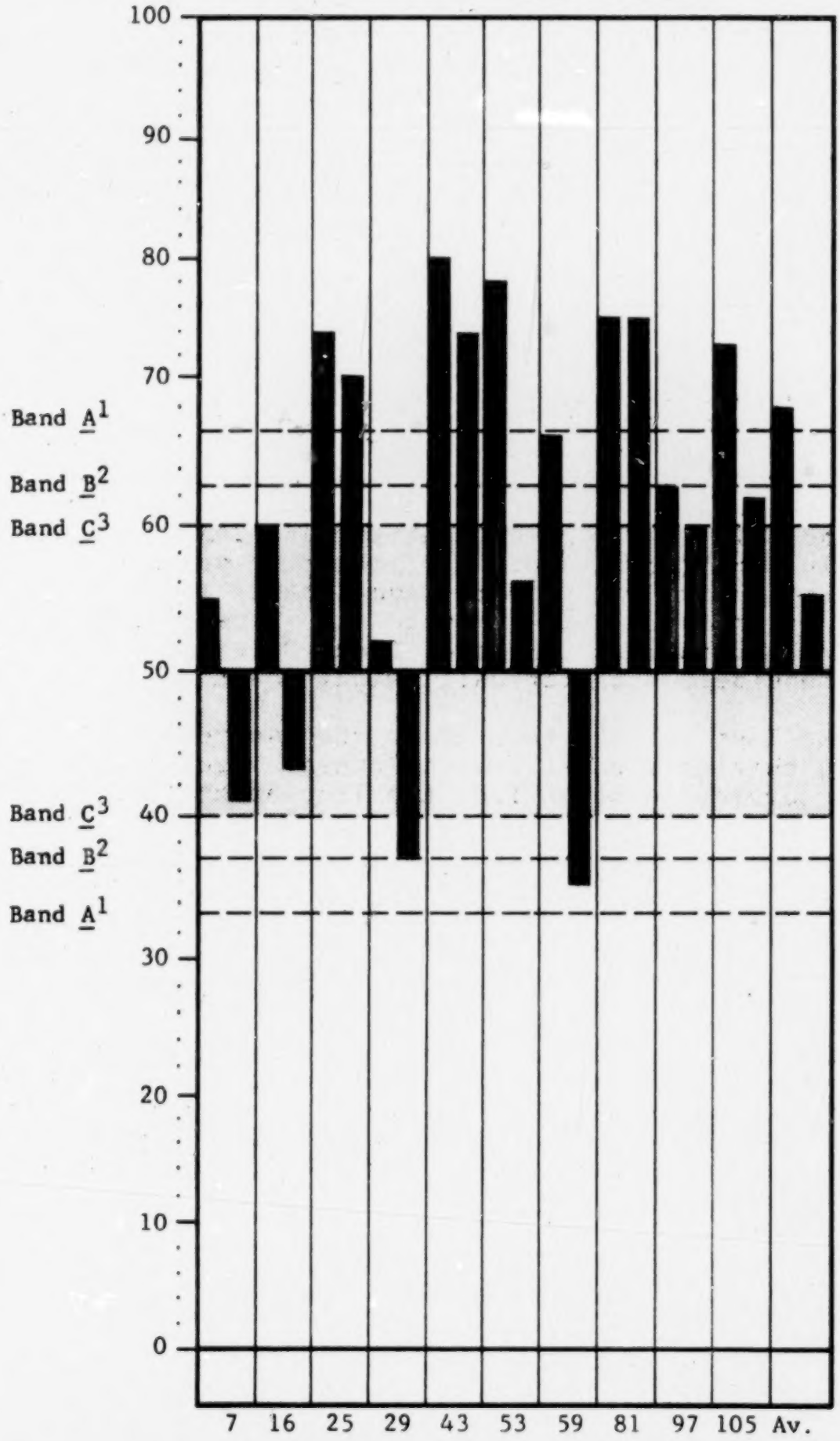
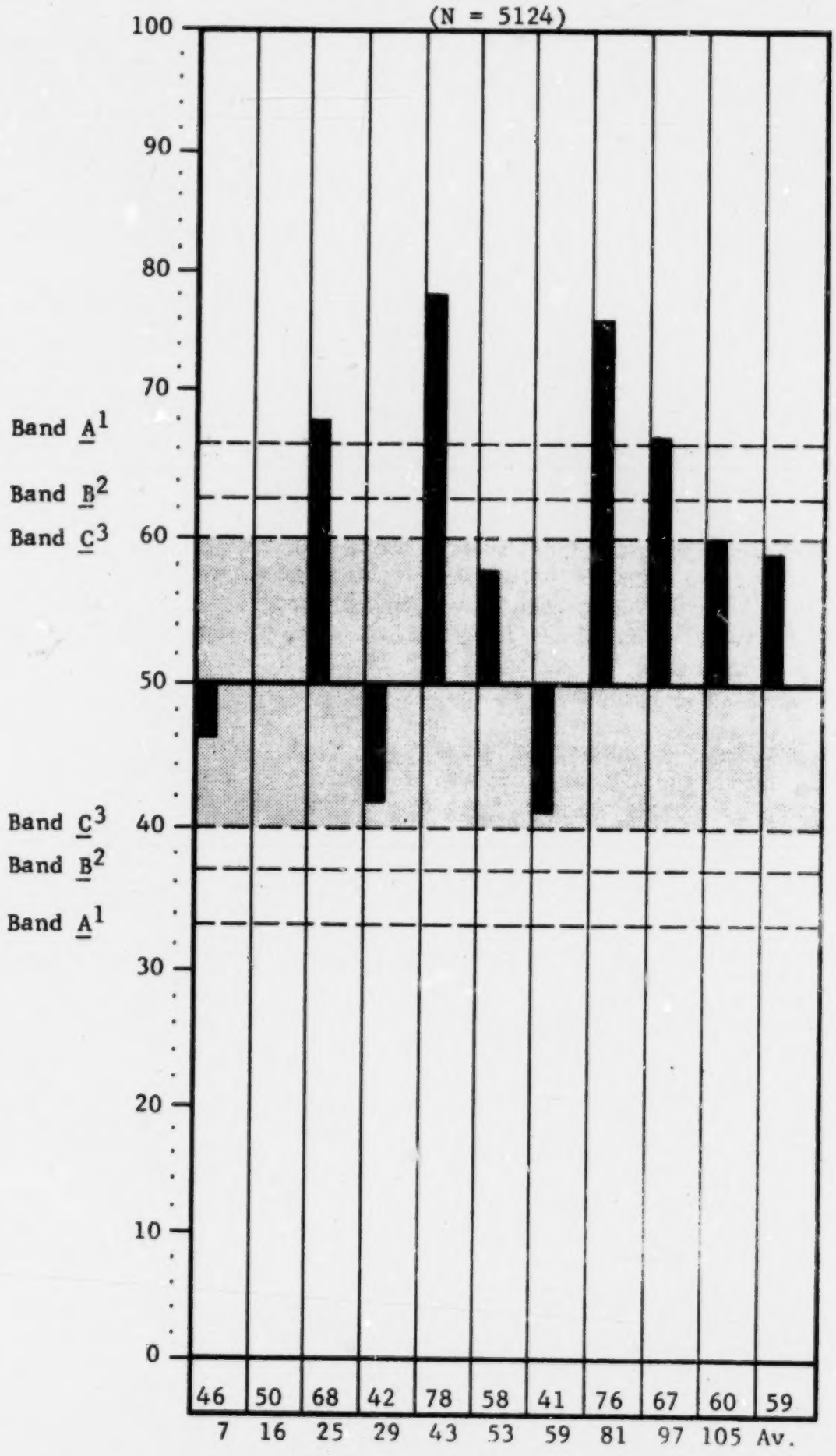
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS
CLASSIFIED BY ABILITY GROUP



Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



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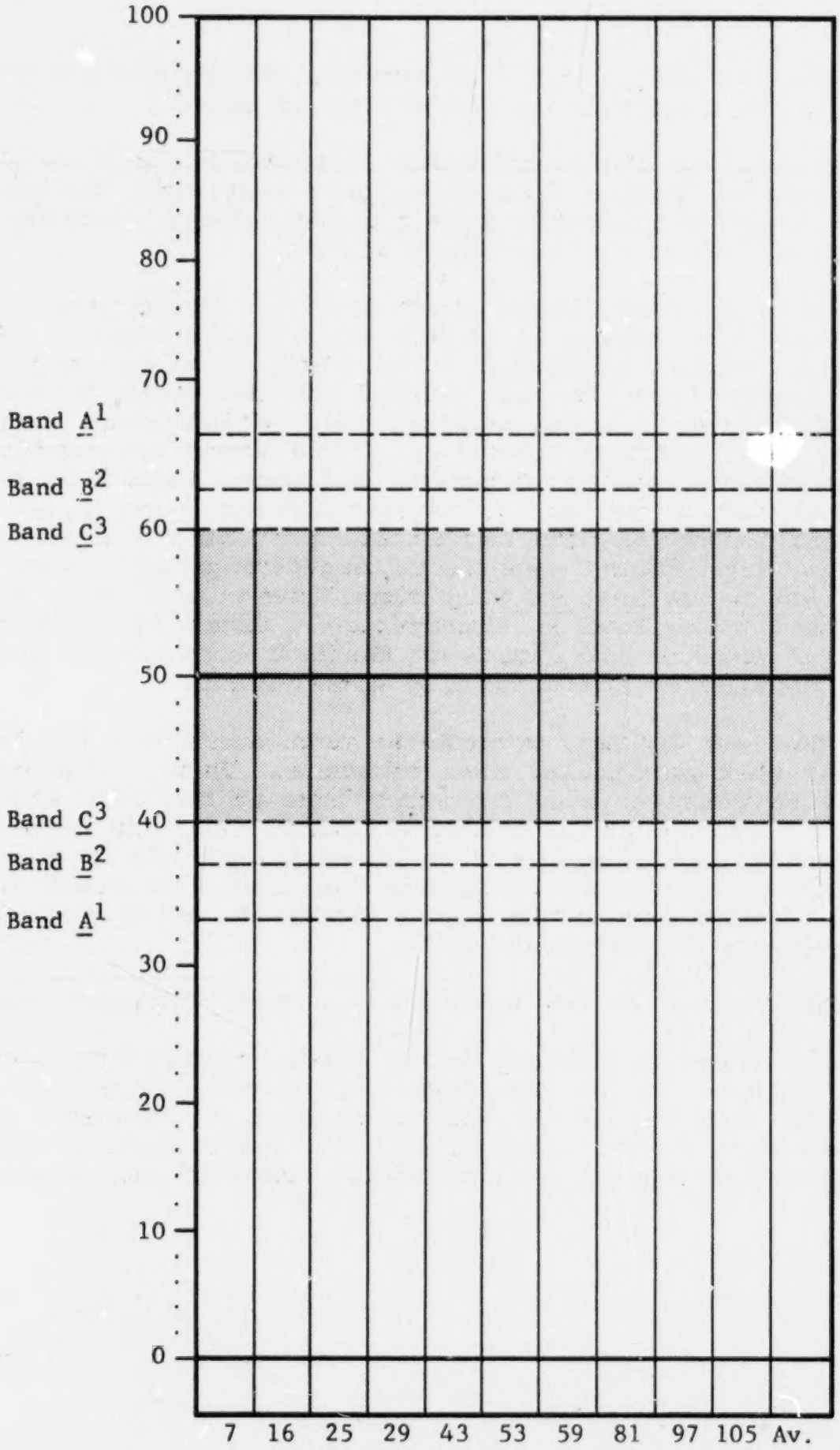
PERCENTAGE OF PUPILS RESPONDING TO
HEALTH-PHYSICAL FITNESS PRESS



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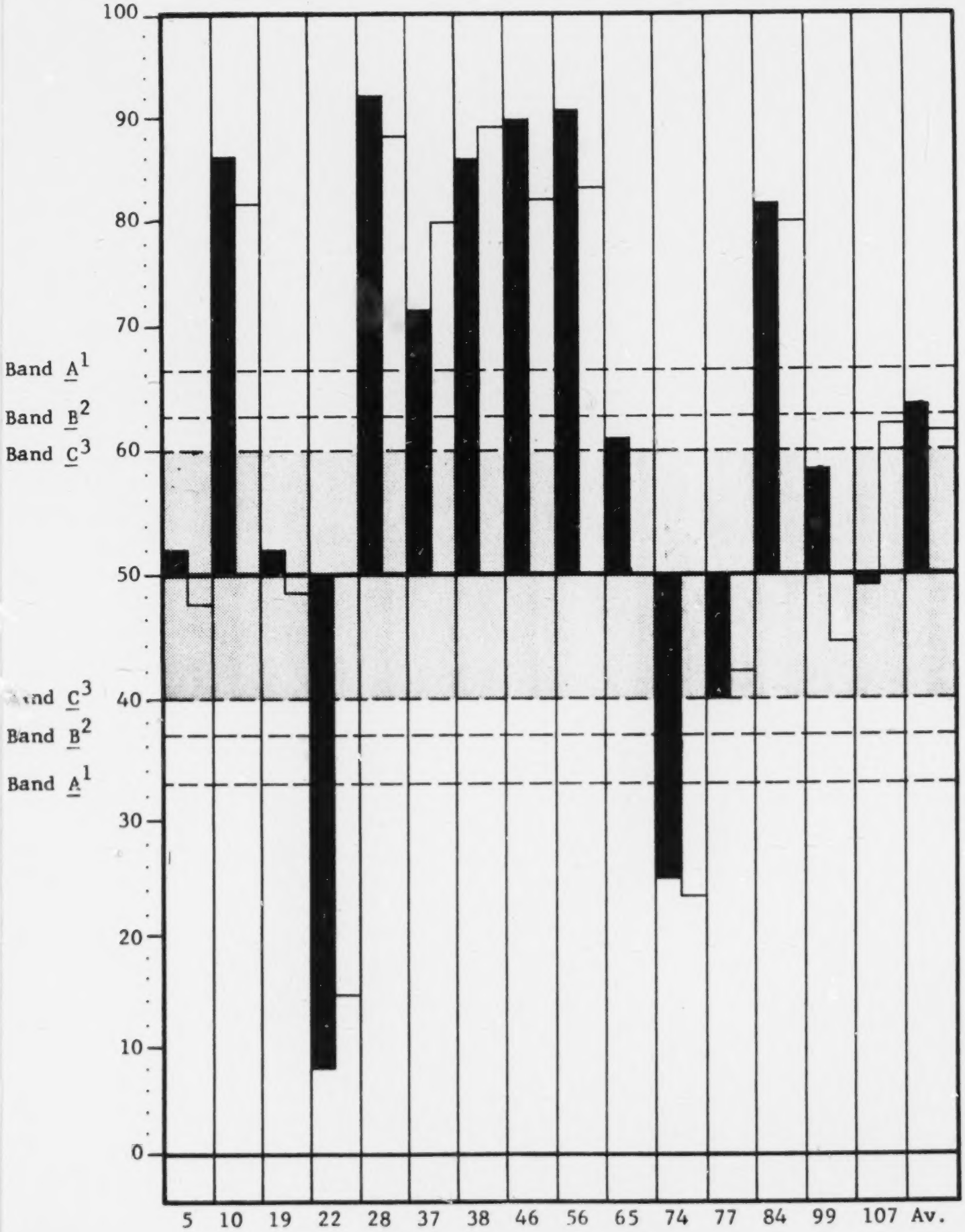
PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



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[2]Significant at .01 level
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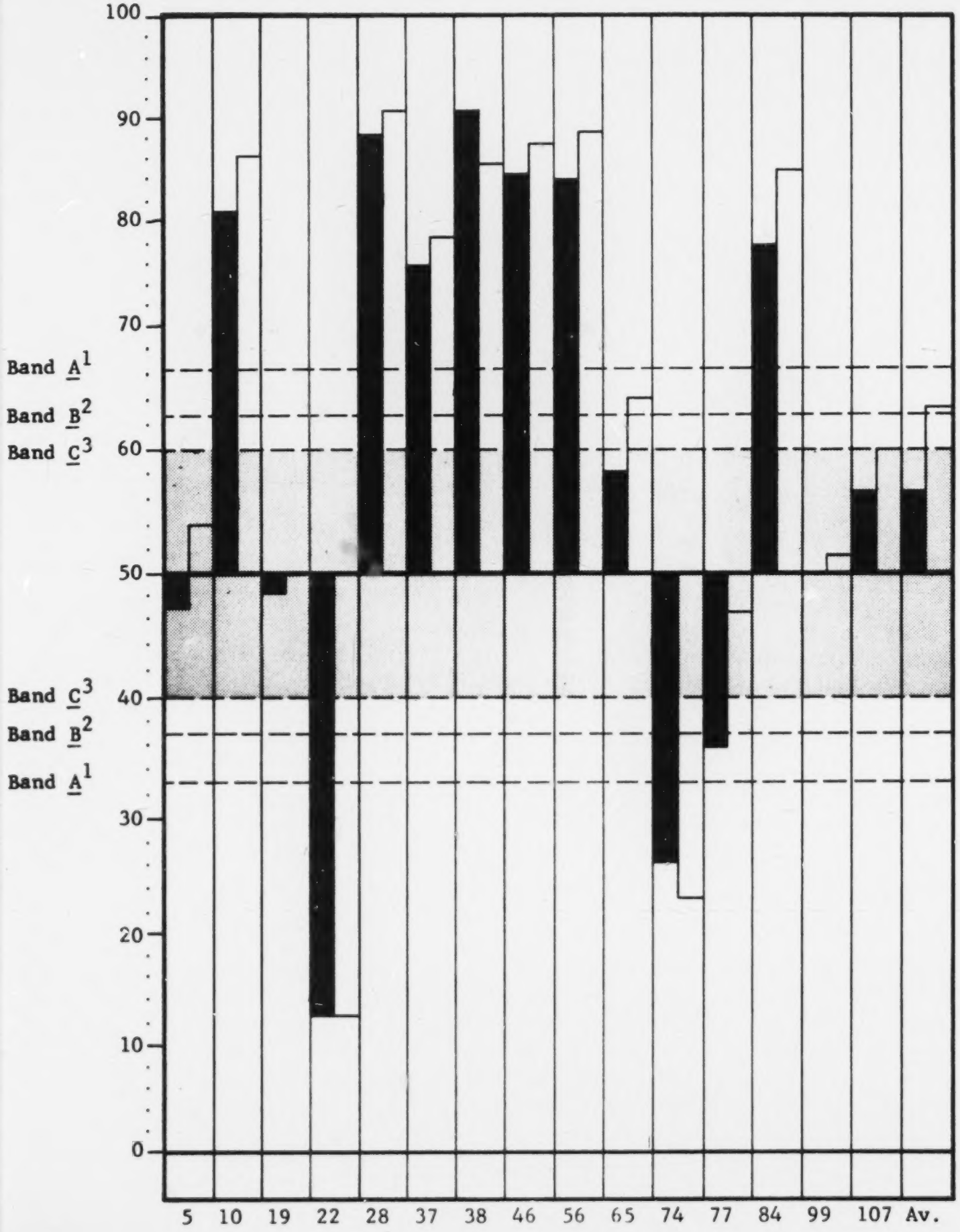
5th (N=2021)

6th (N=2873)

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS

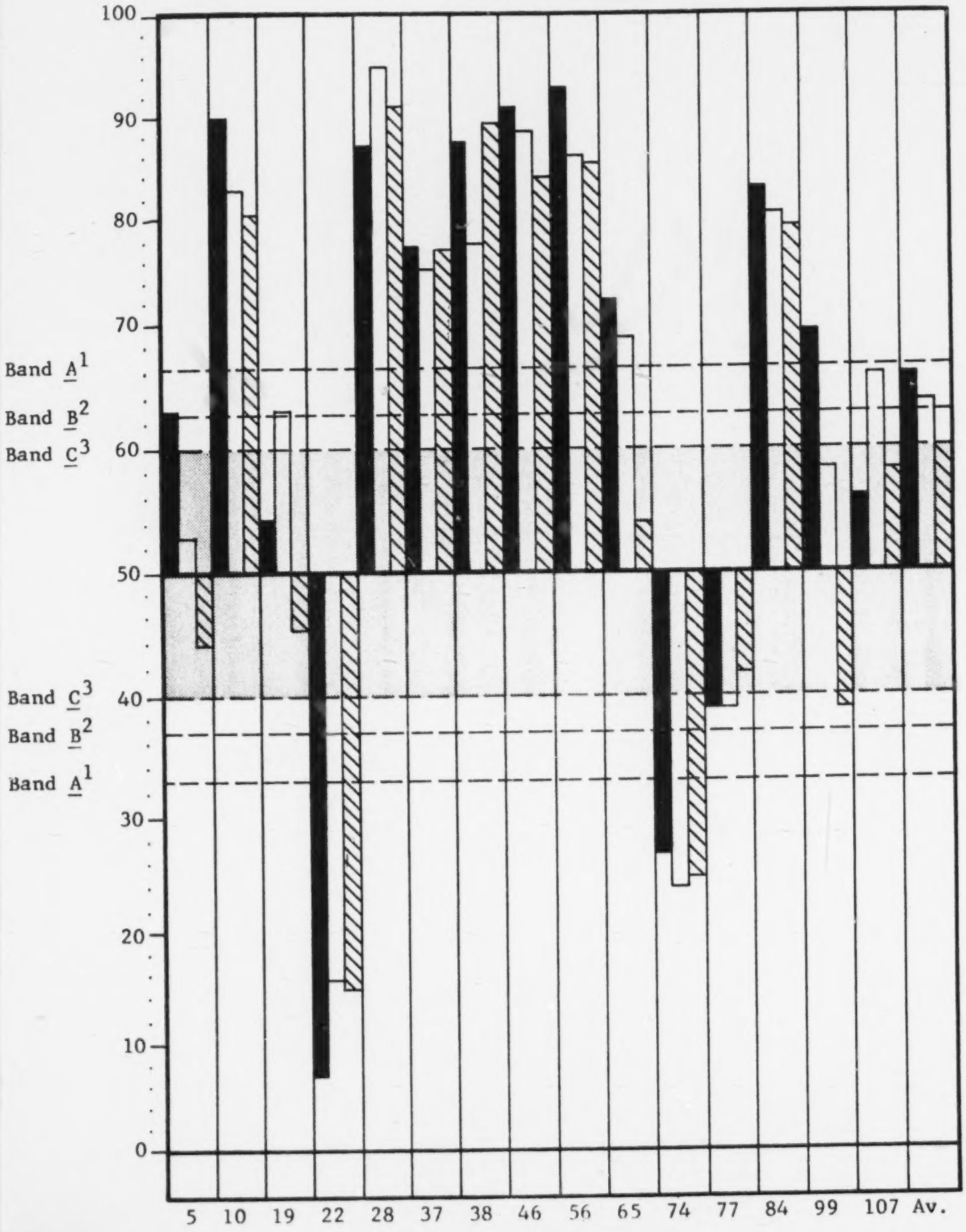


Boys (N=2667)

Girls (N=2444)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



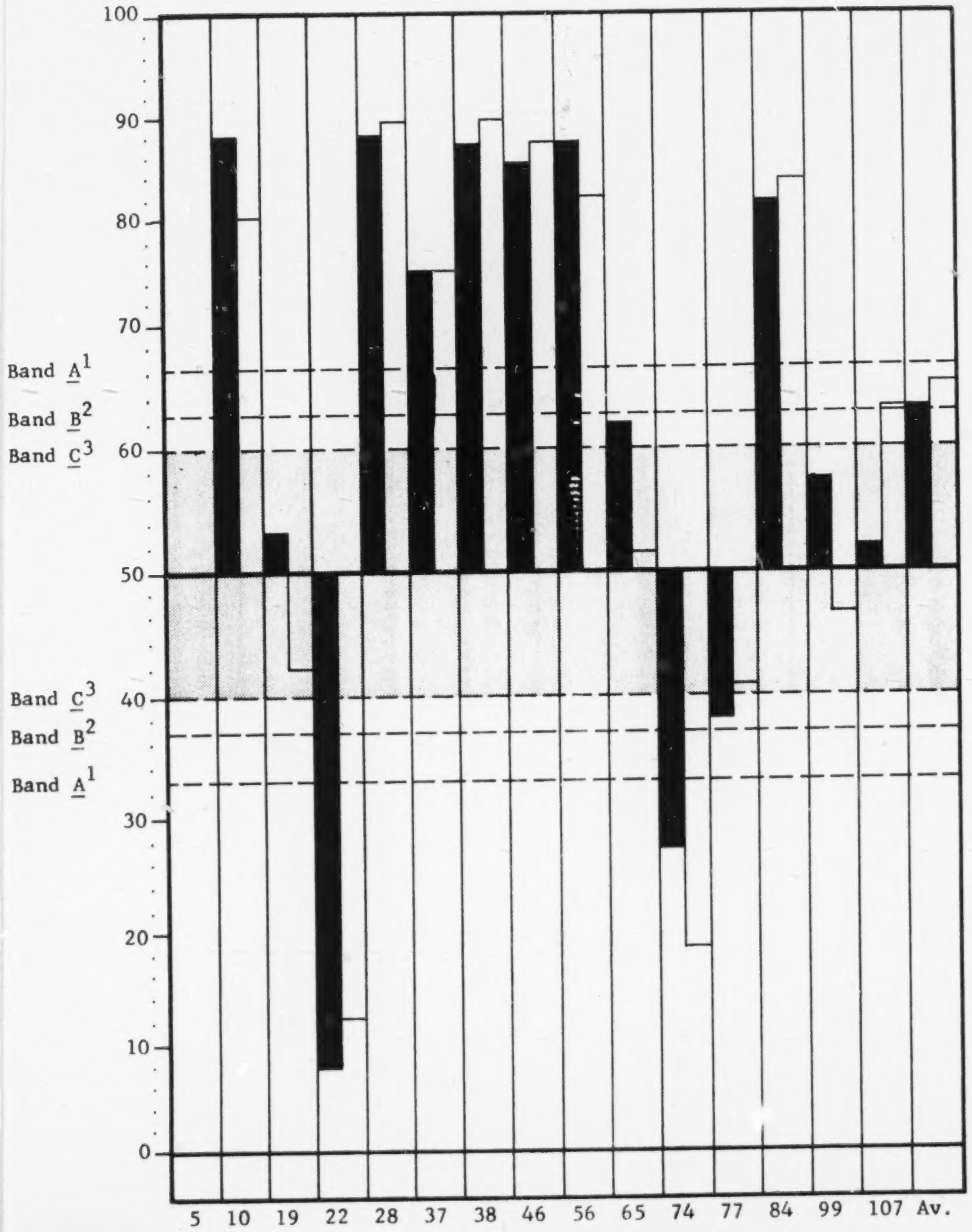
Mexican American

Afro-American

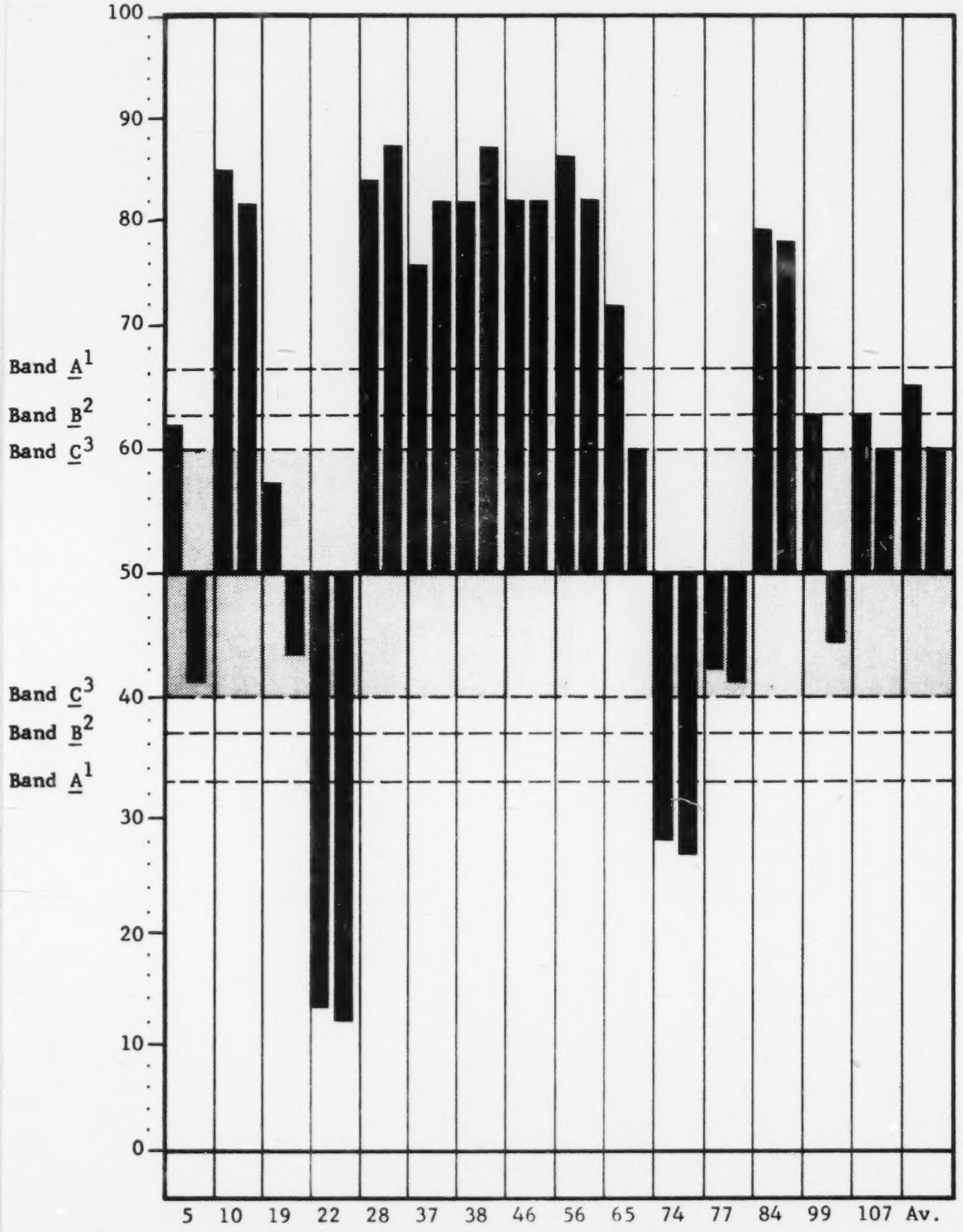
Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS
CLASSIFIED BY ABILITY GROUP

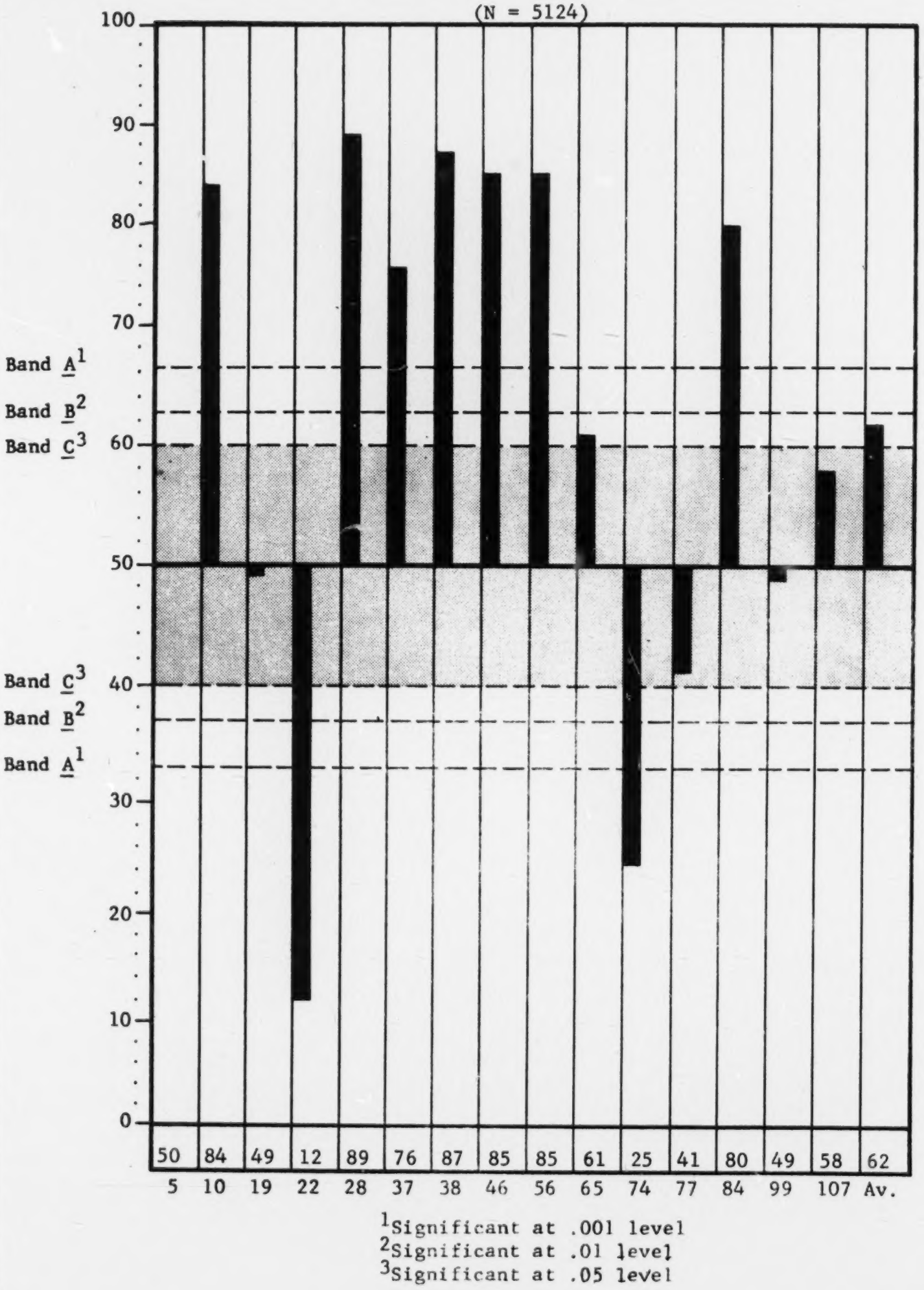


Low Ability Group-Left Bar (N = 803)
High Ability Group-Right Bar (N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

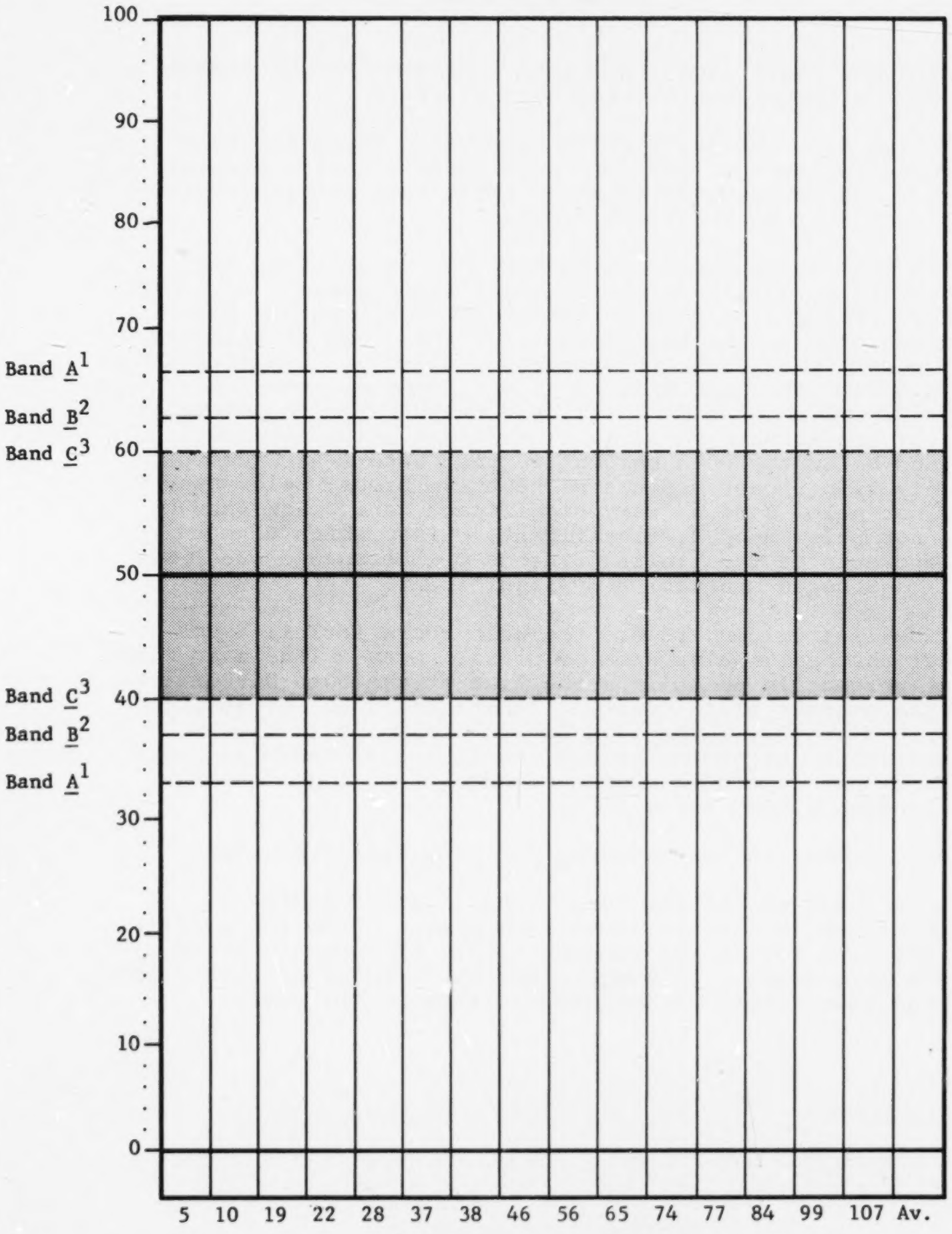
PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS

(N = 5124)



[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
SOCIAL RELATIONSHIPS PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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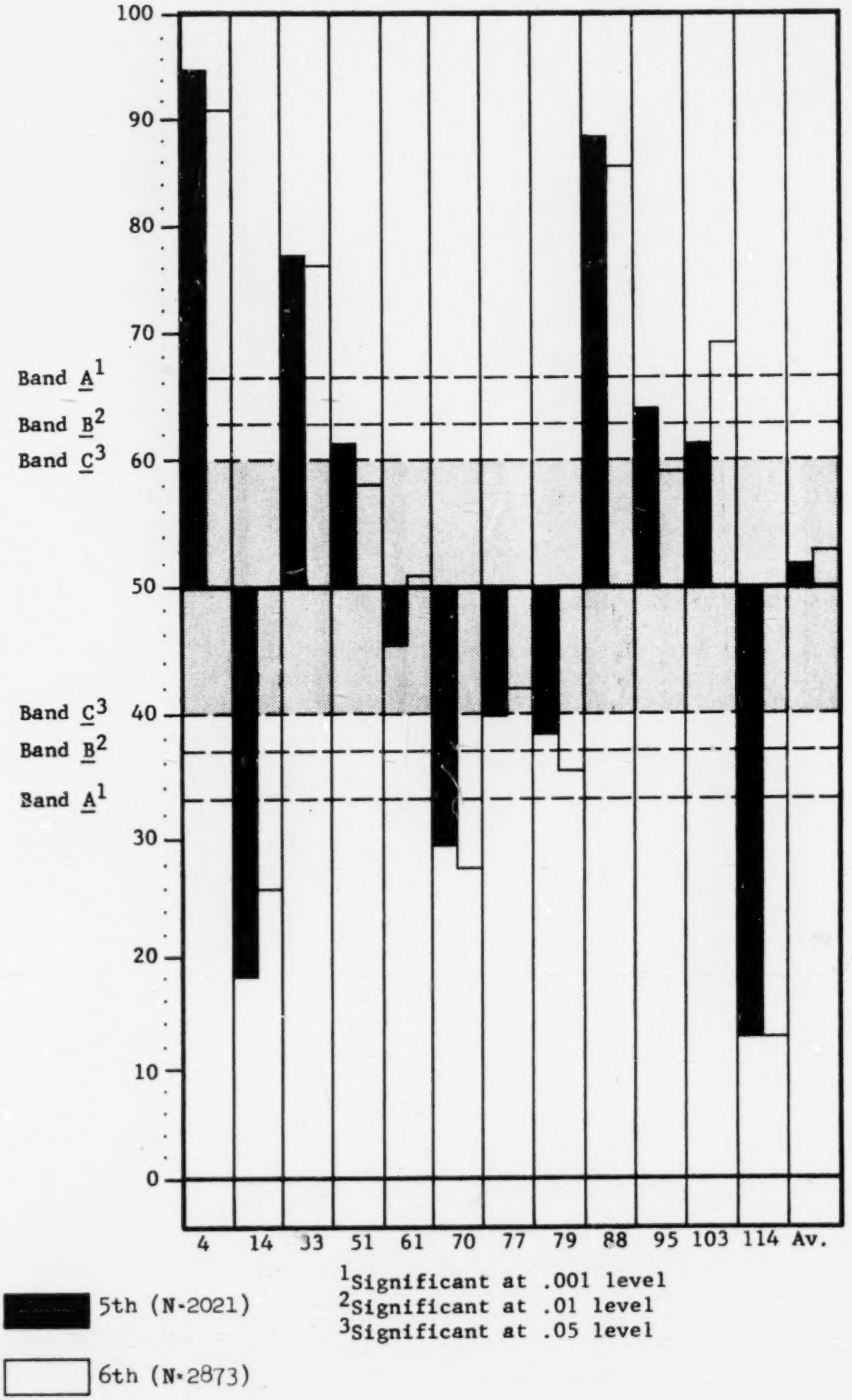
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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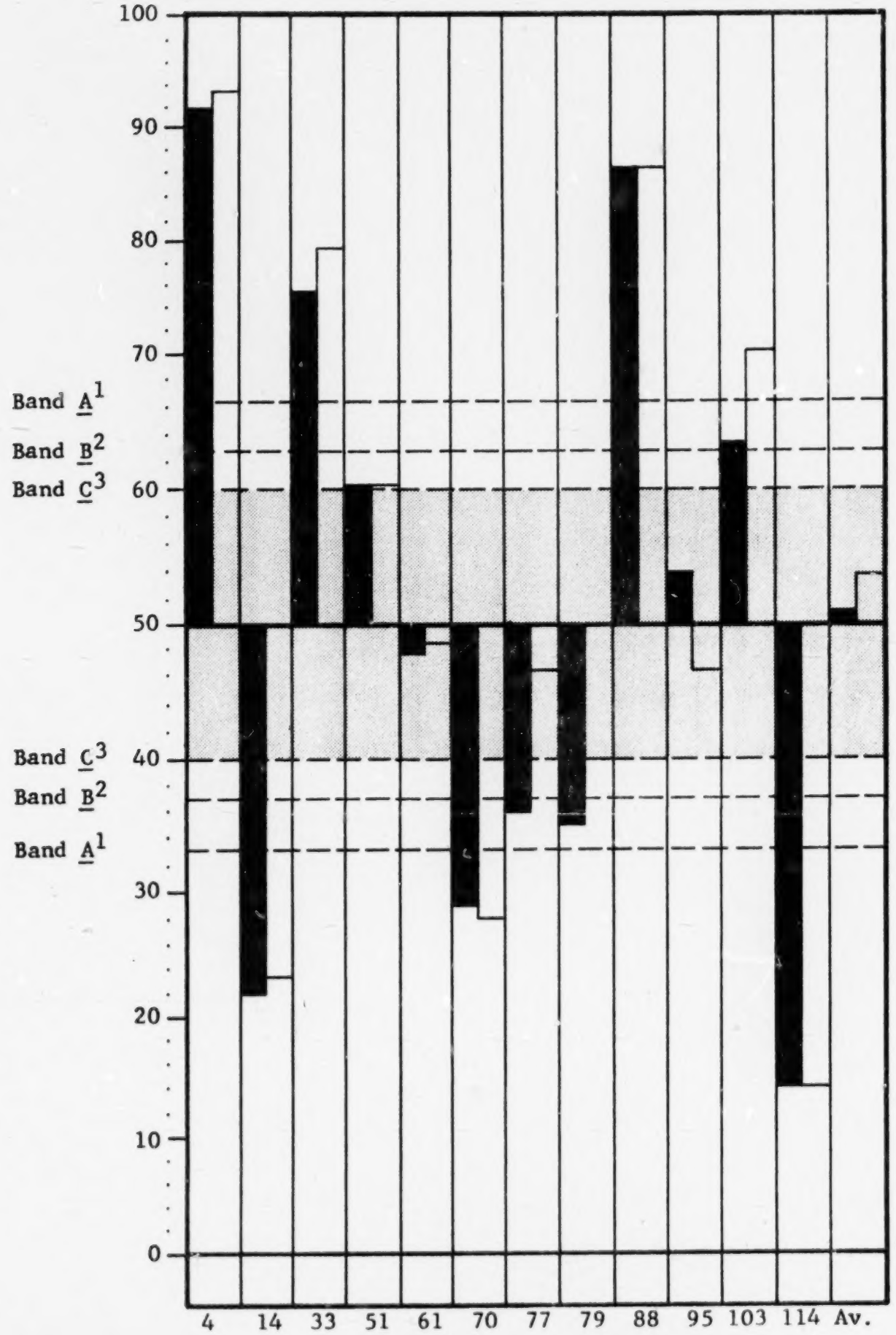
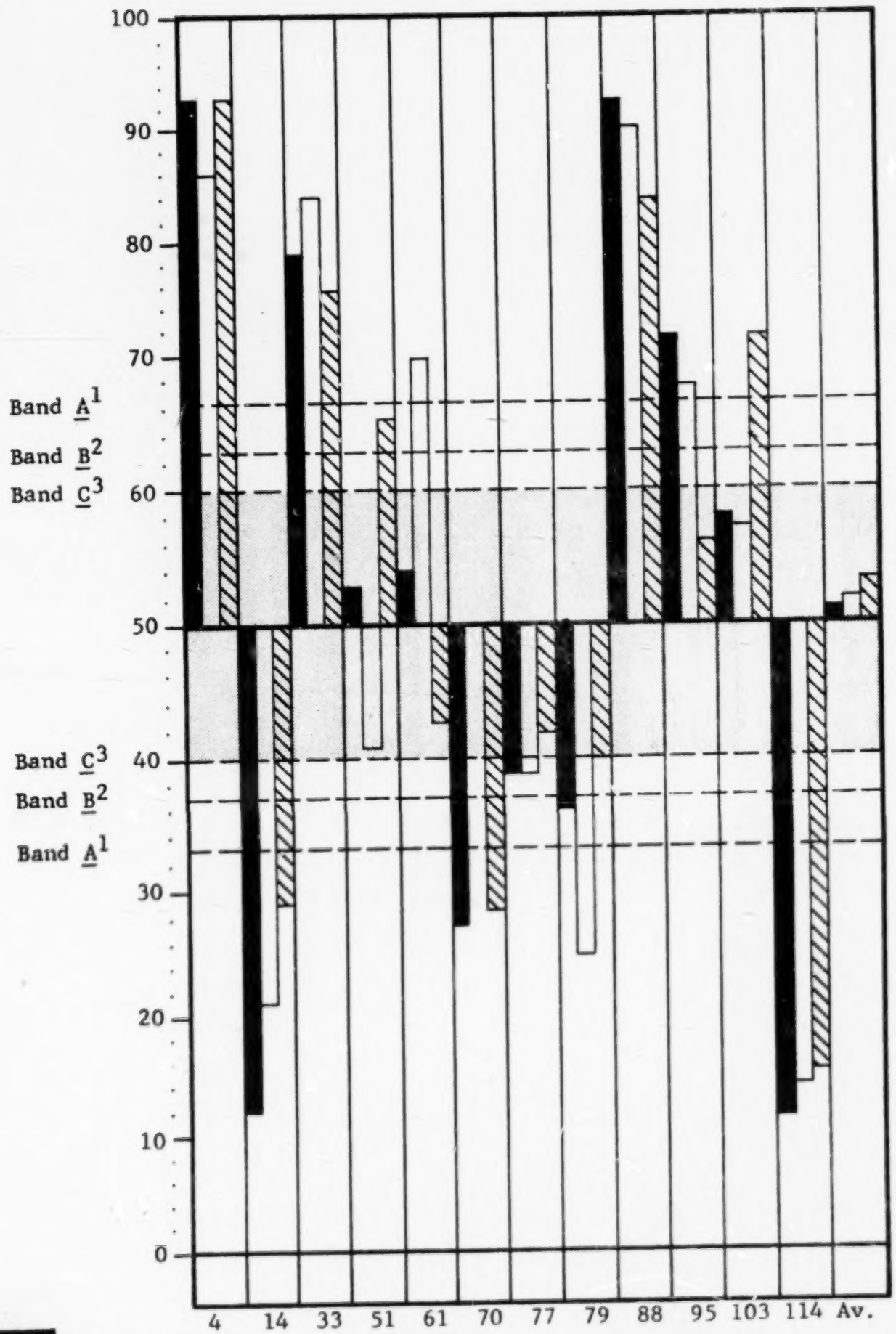
5th (N-2021)

6th (N-2873)

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



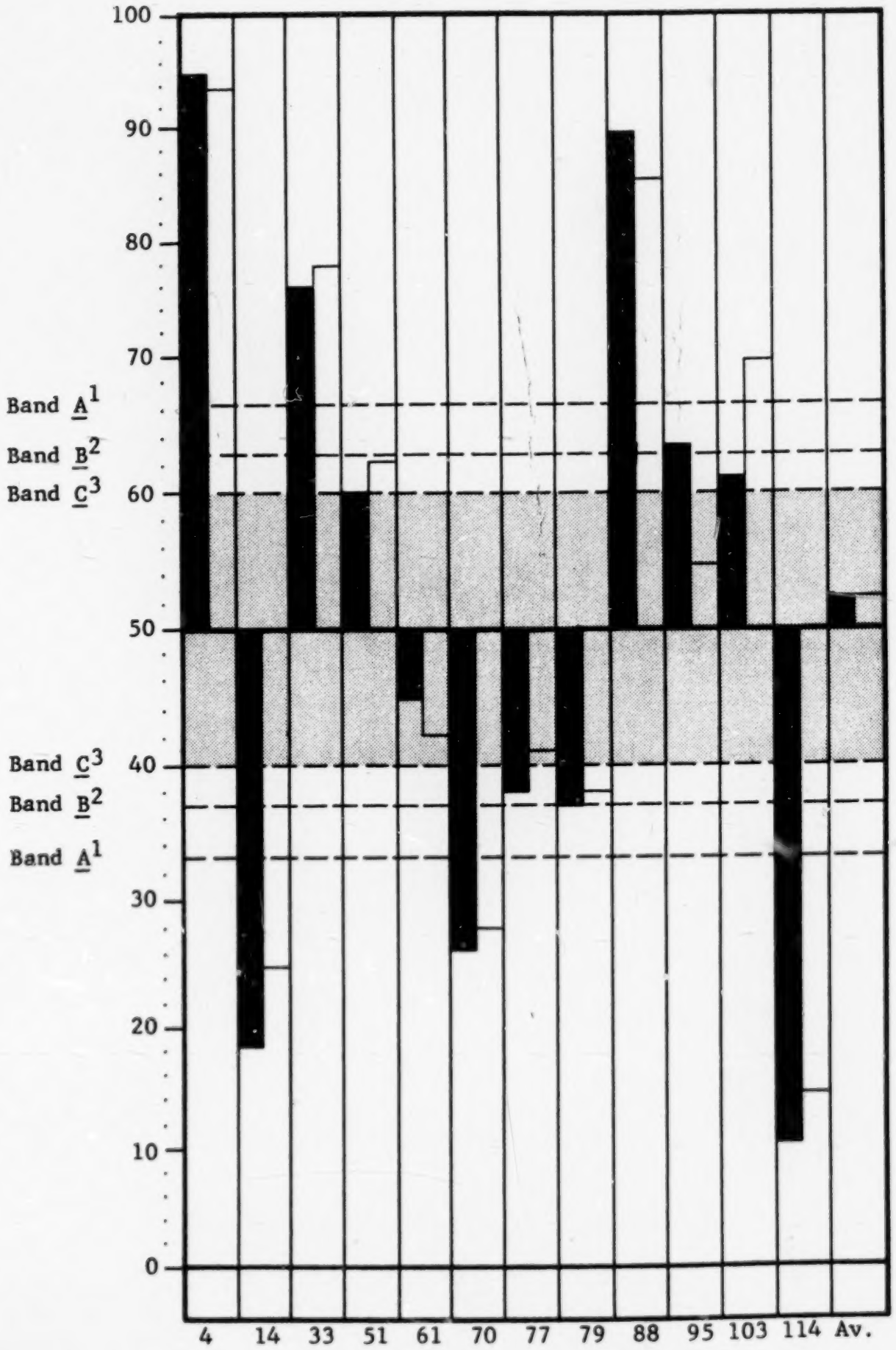
Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



Title I (N=2622)

Non-Title I (N=2051)

[1]Significant at .001 level
[2]Significant at .01 level
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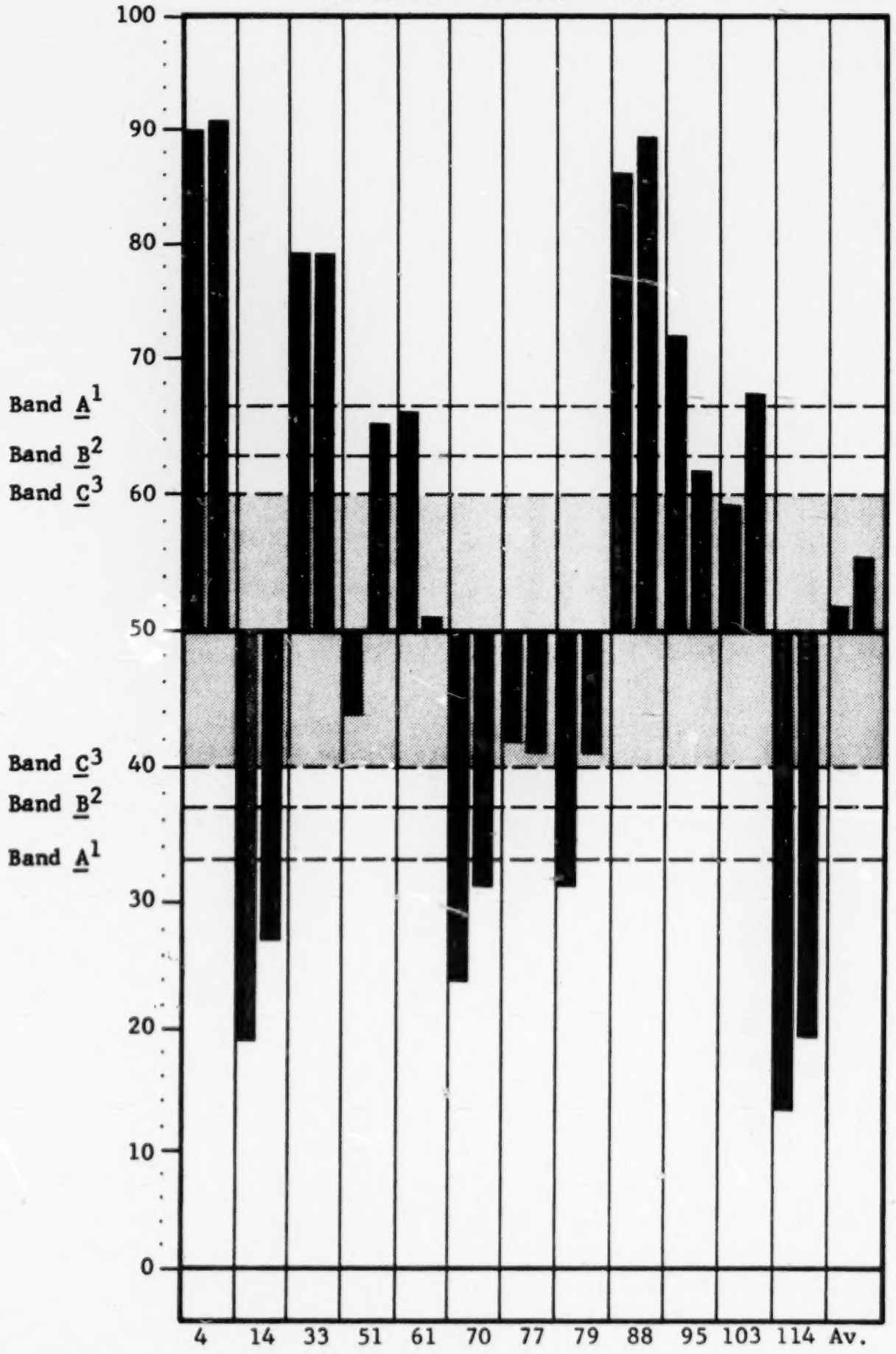
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS
CLASSIFIED BY ABILITY GROUP

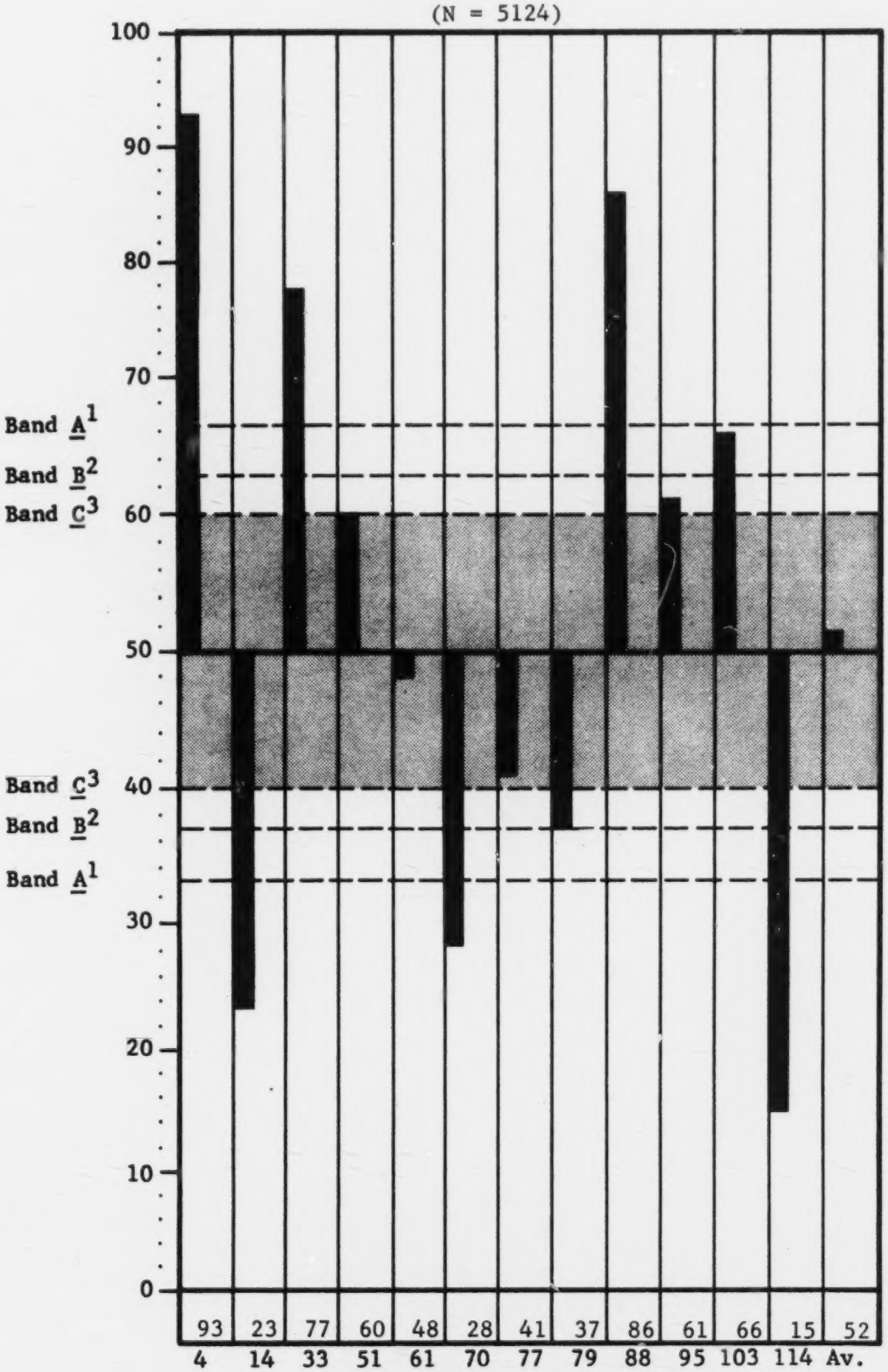


[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS

(N = 5124)



[1]Significant at .001 level
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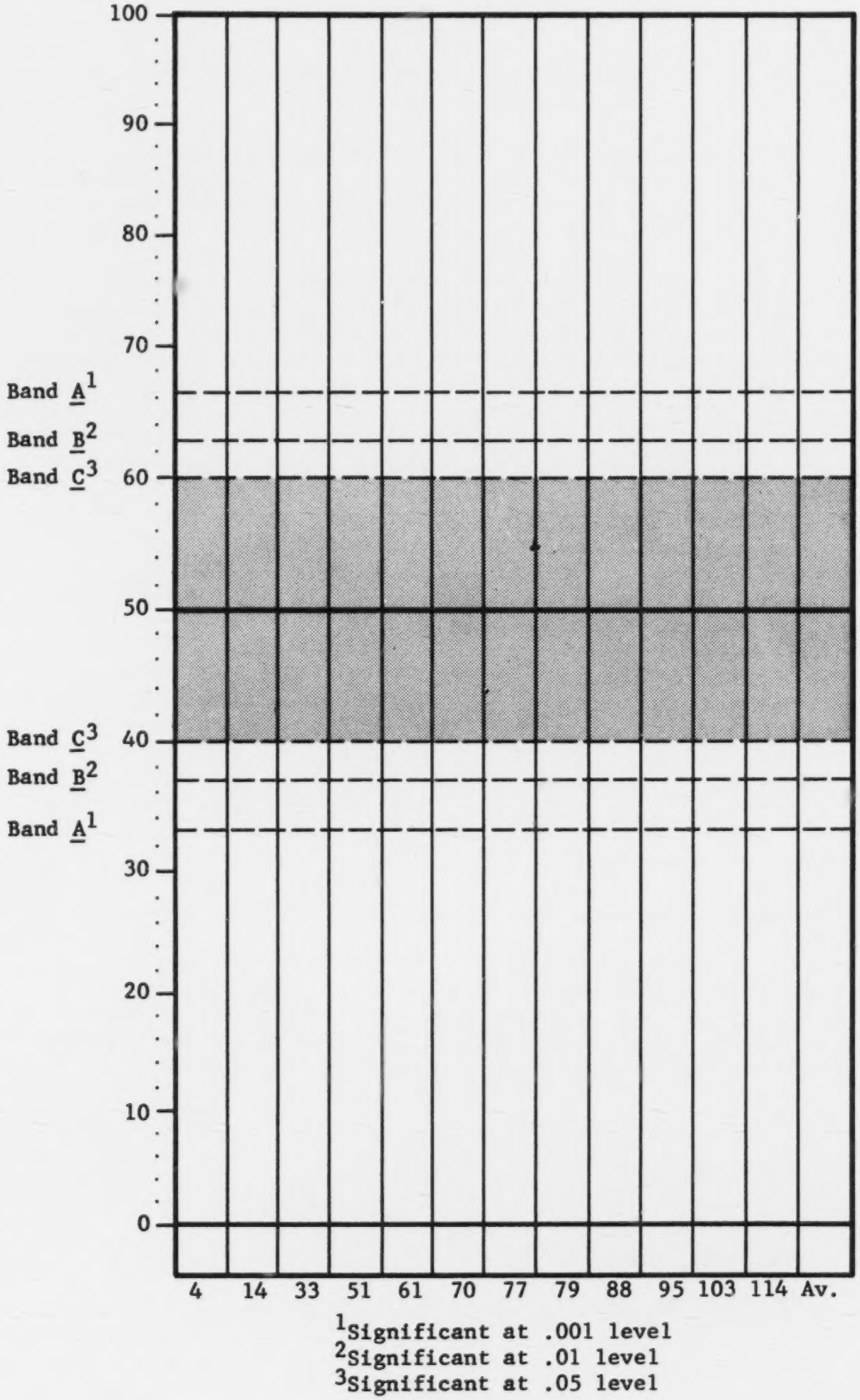
PERCENTAGE OF PUPILS RESPONDING TO
MORAL AND SPIRITUAL PRESS



[1]Significant at .001 level
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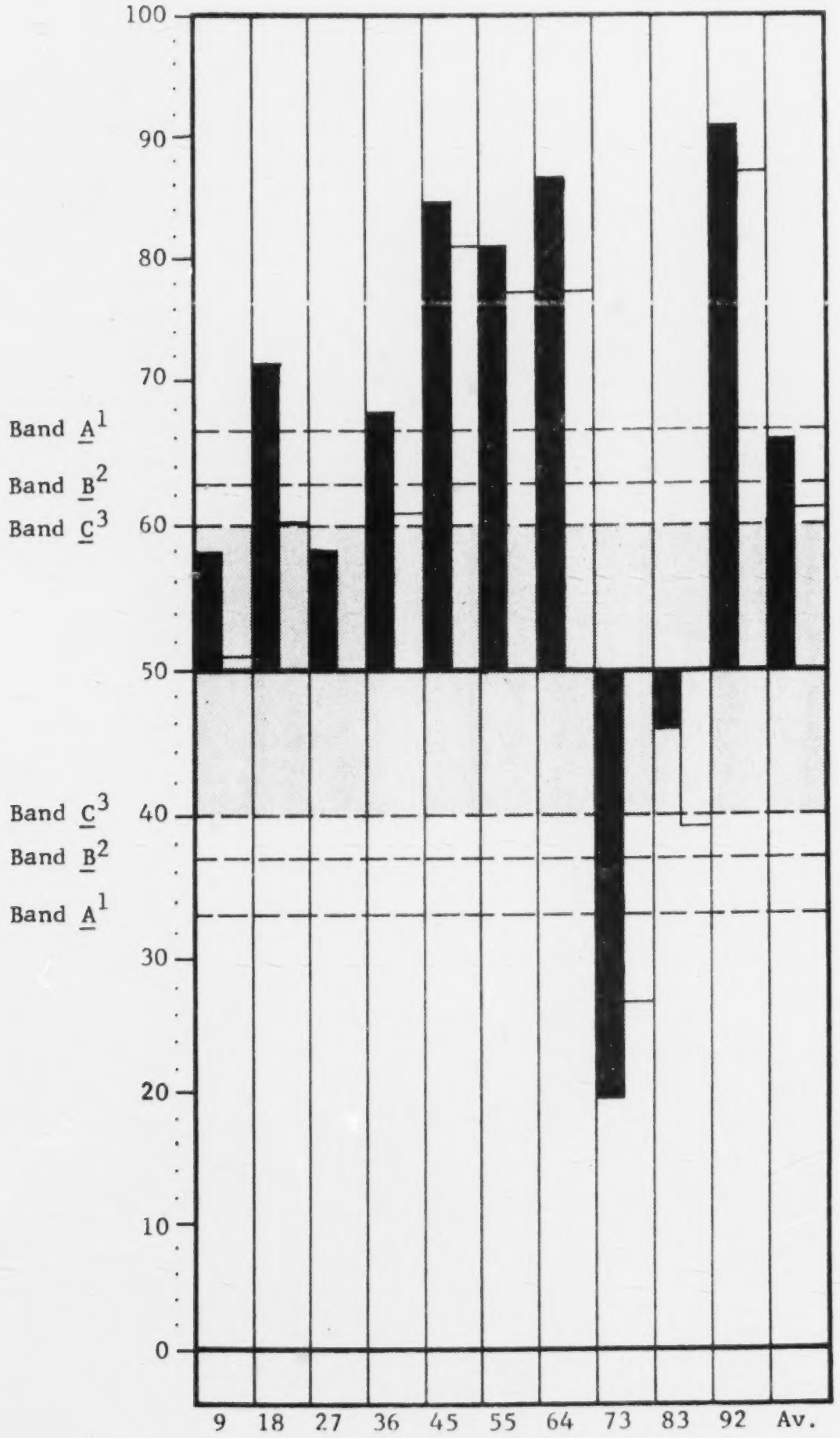
PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



5th (N=2021)

6th (N=2873)

[1]Significant at .001 level
[2]Significant at .01 level
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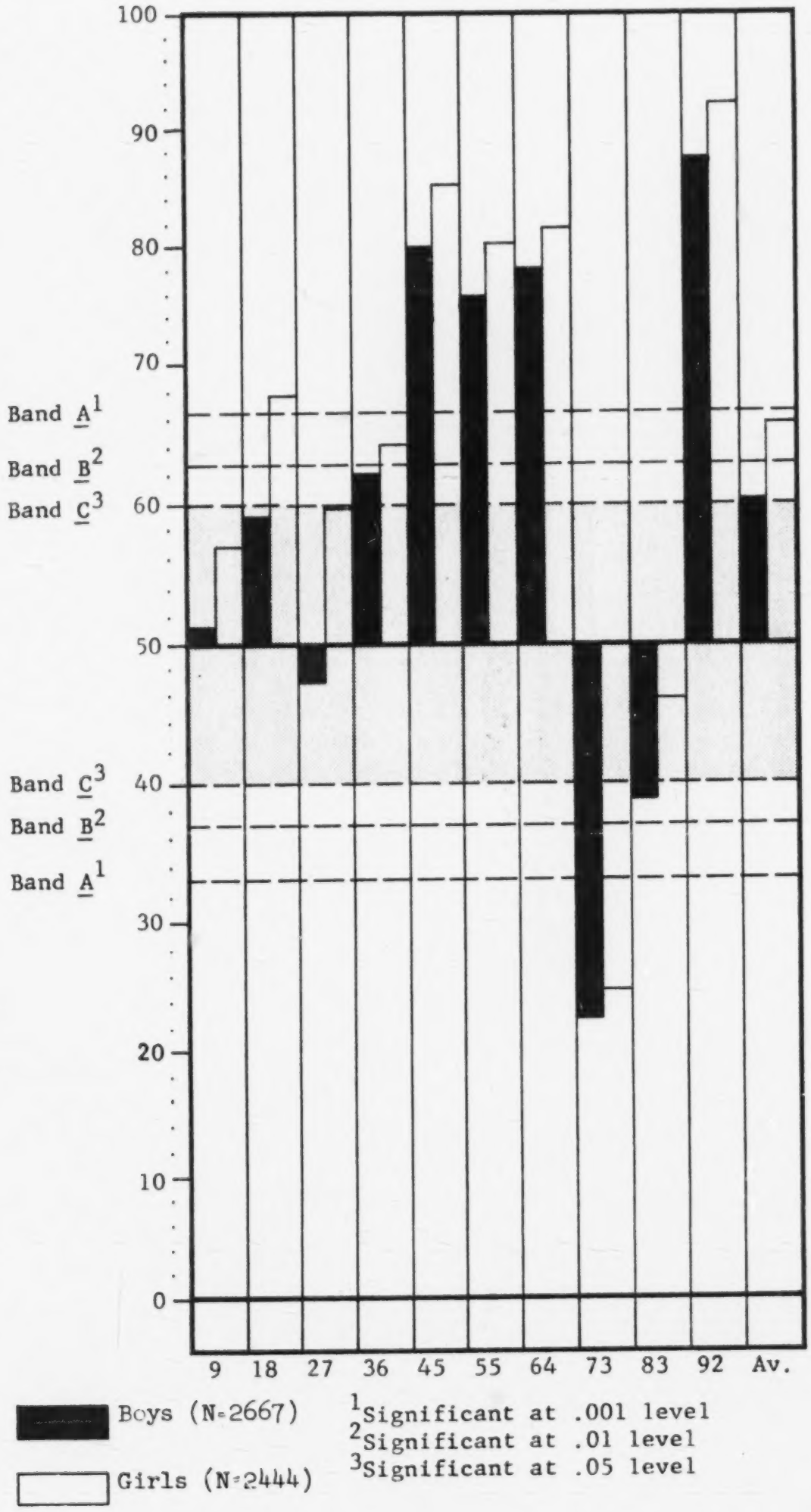
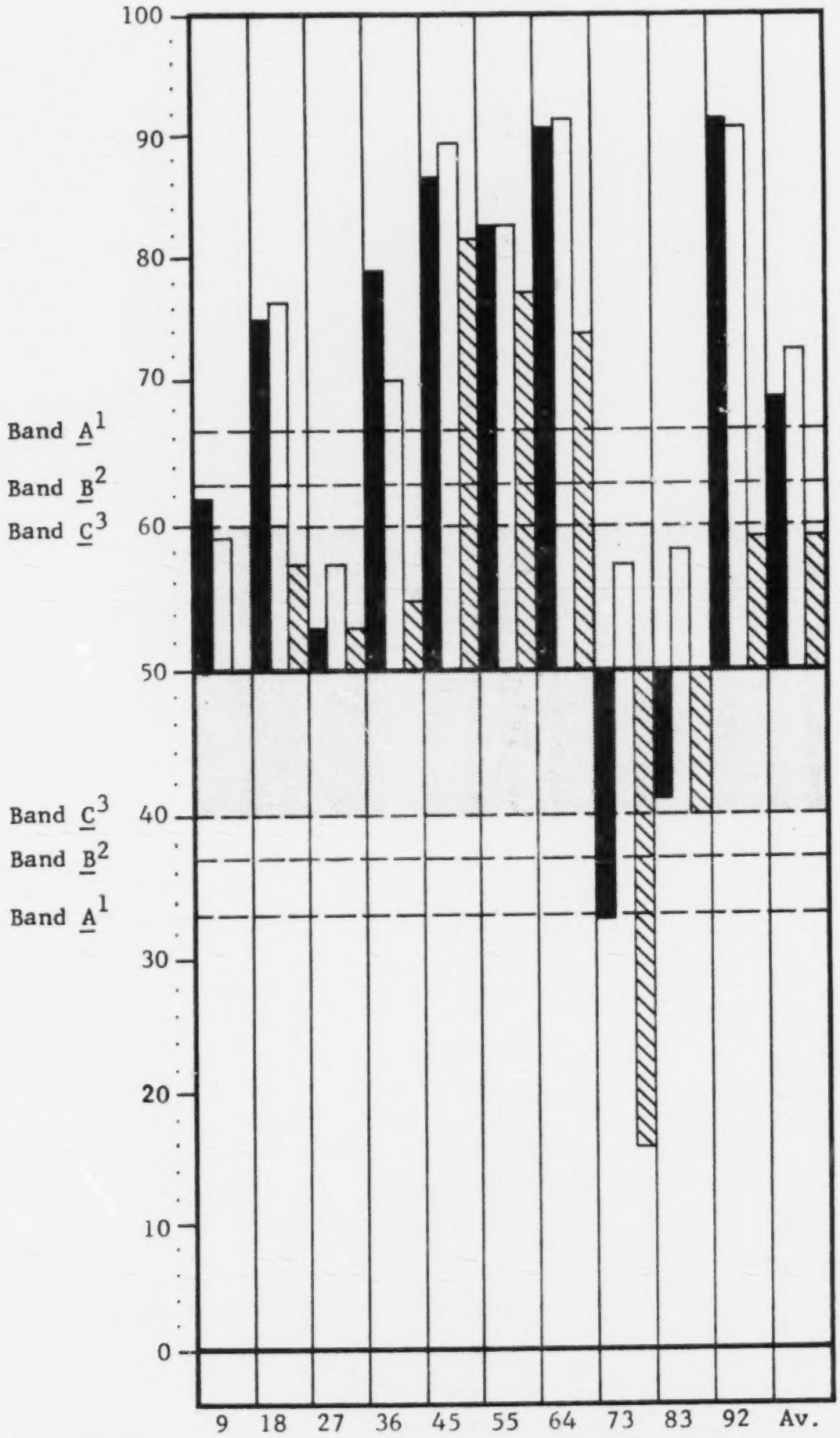
PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



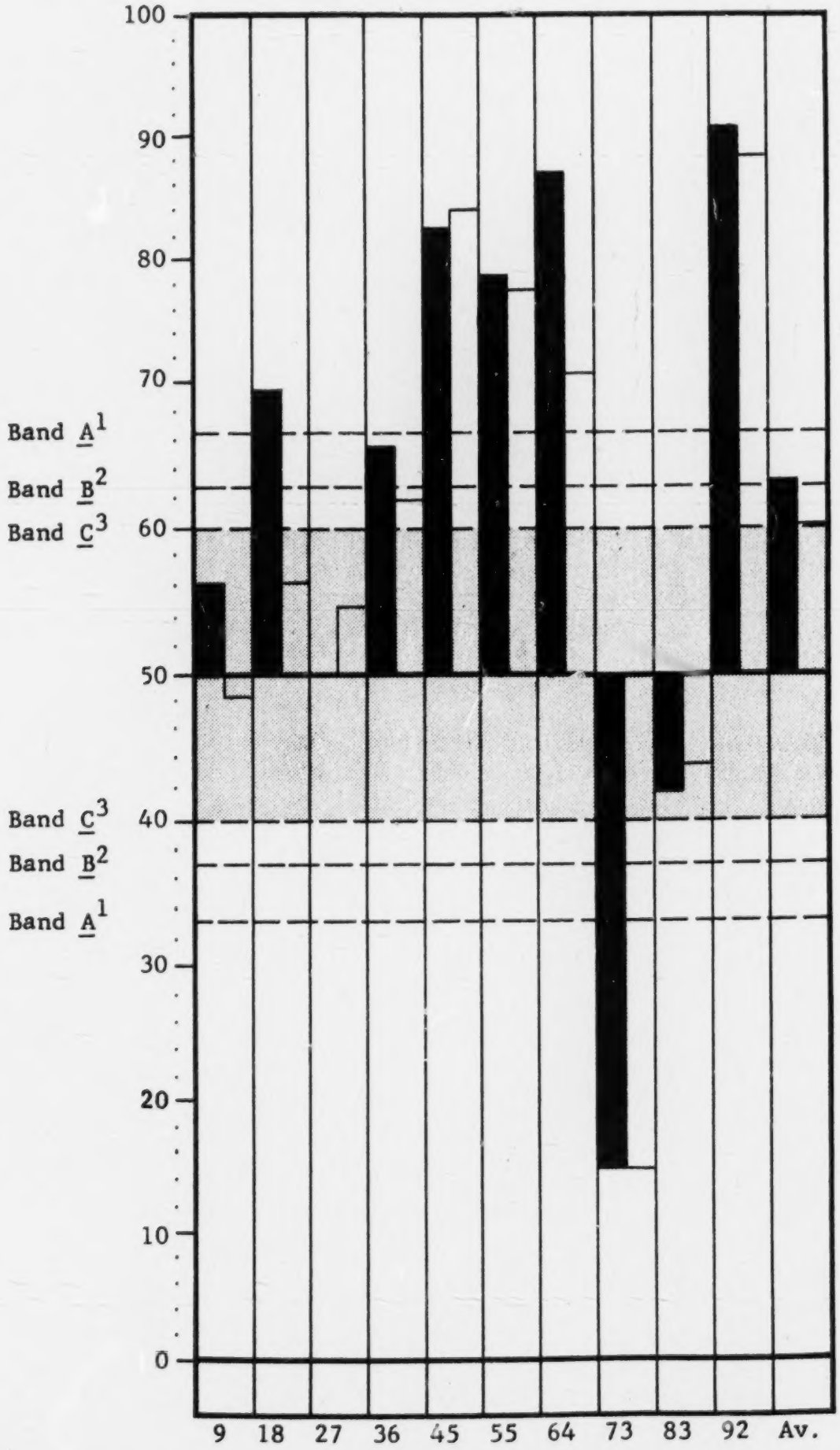
Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



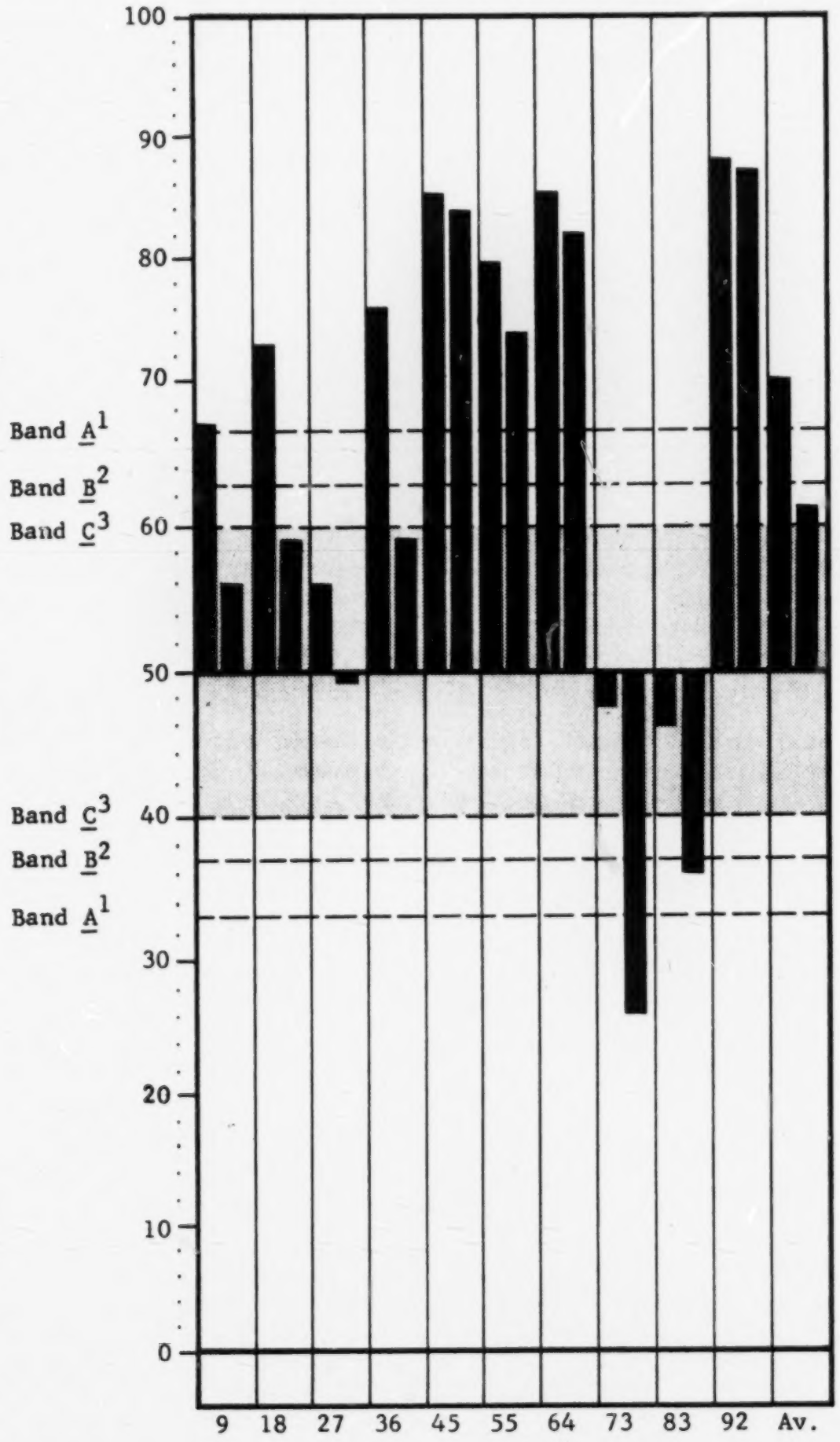
Title I (N=2622)

Non-Title I (N=2051)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS

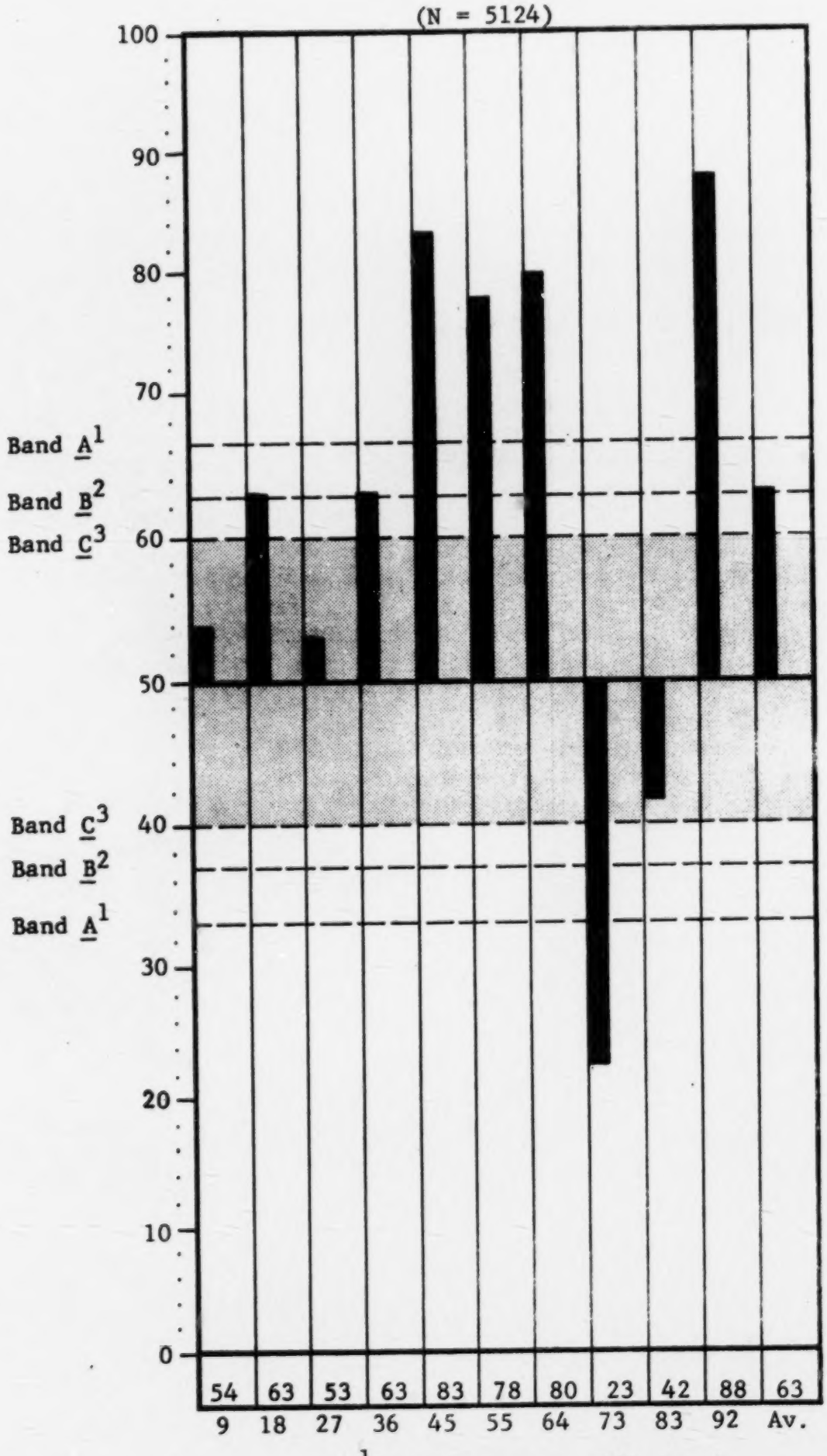
CLASSIFIED BY ABILITY GROUP



Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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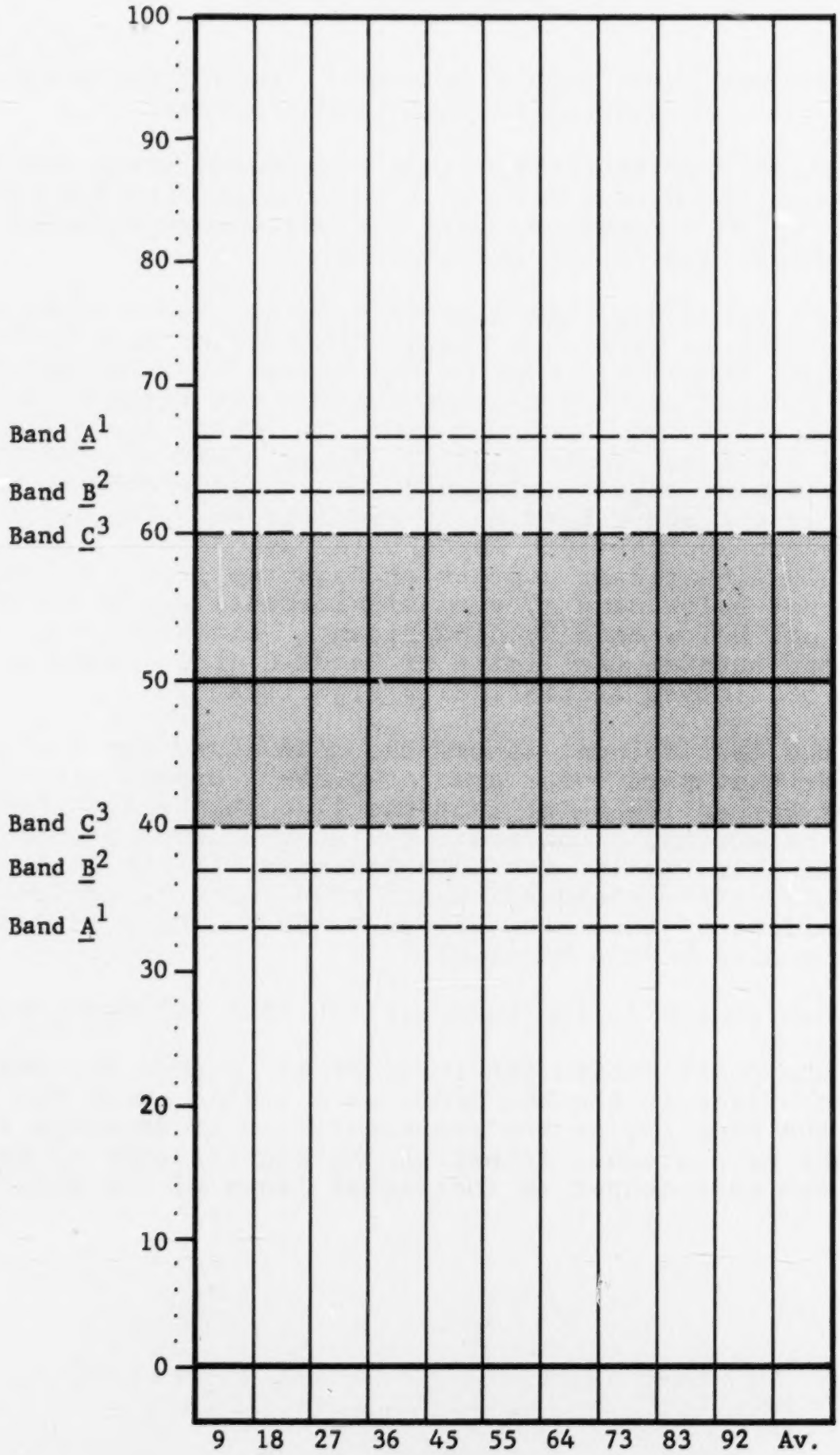
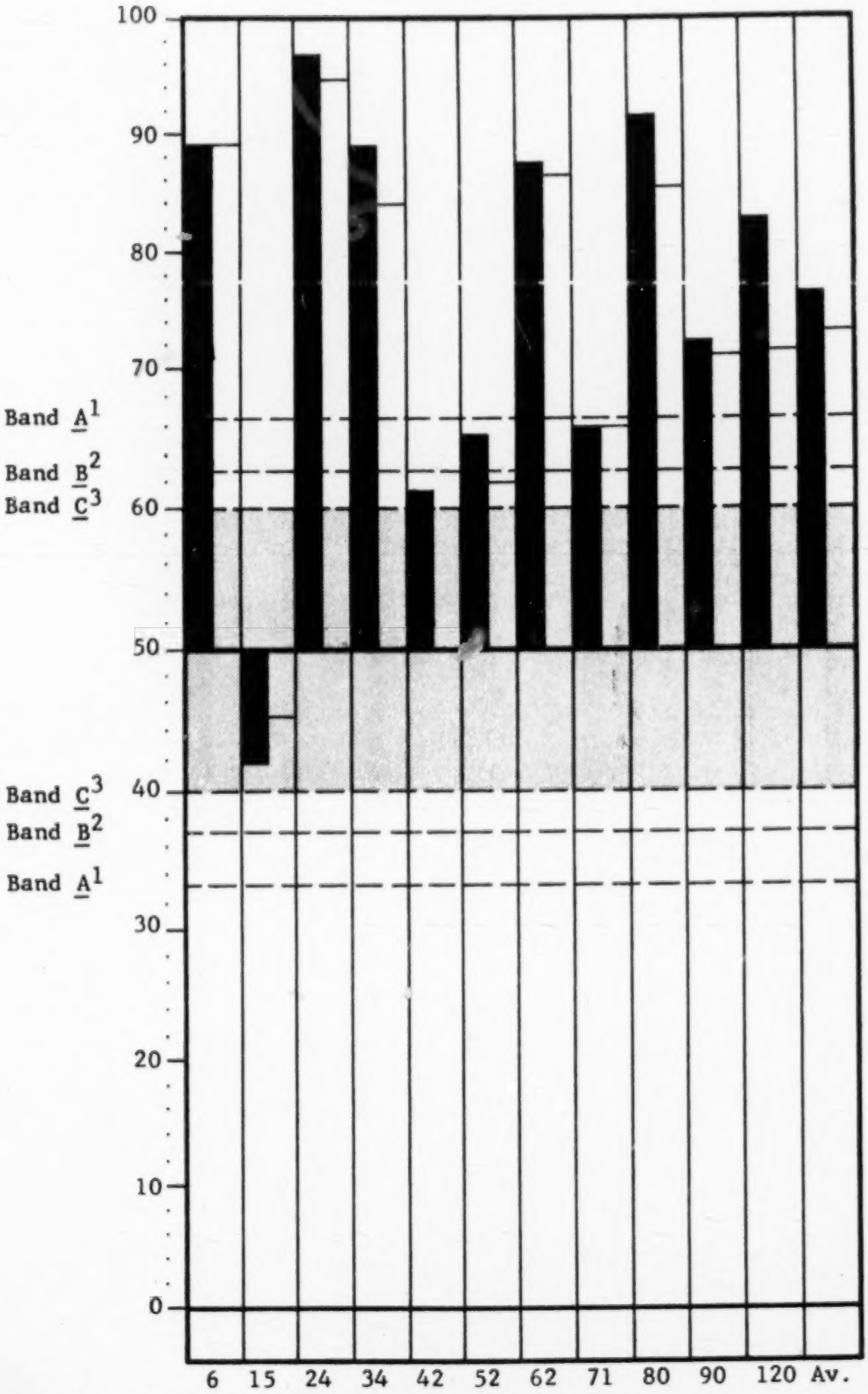
PERCENTAGE OF PUPILS RESPONDING TO
HOME-SCHOOL PRESS



[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS

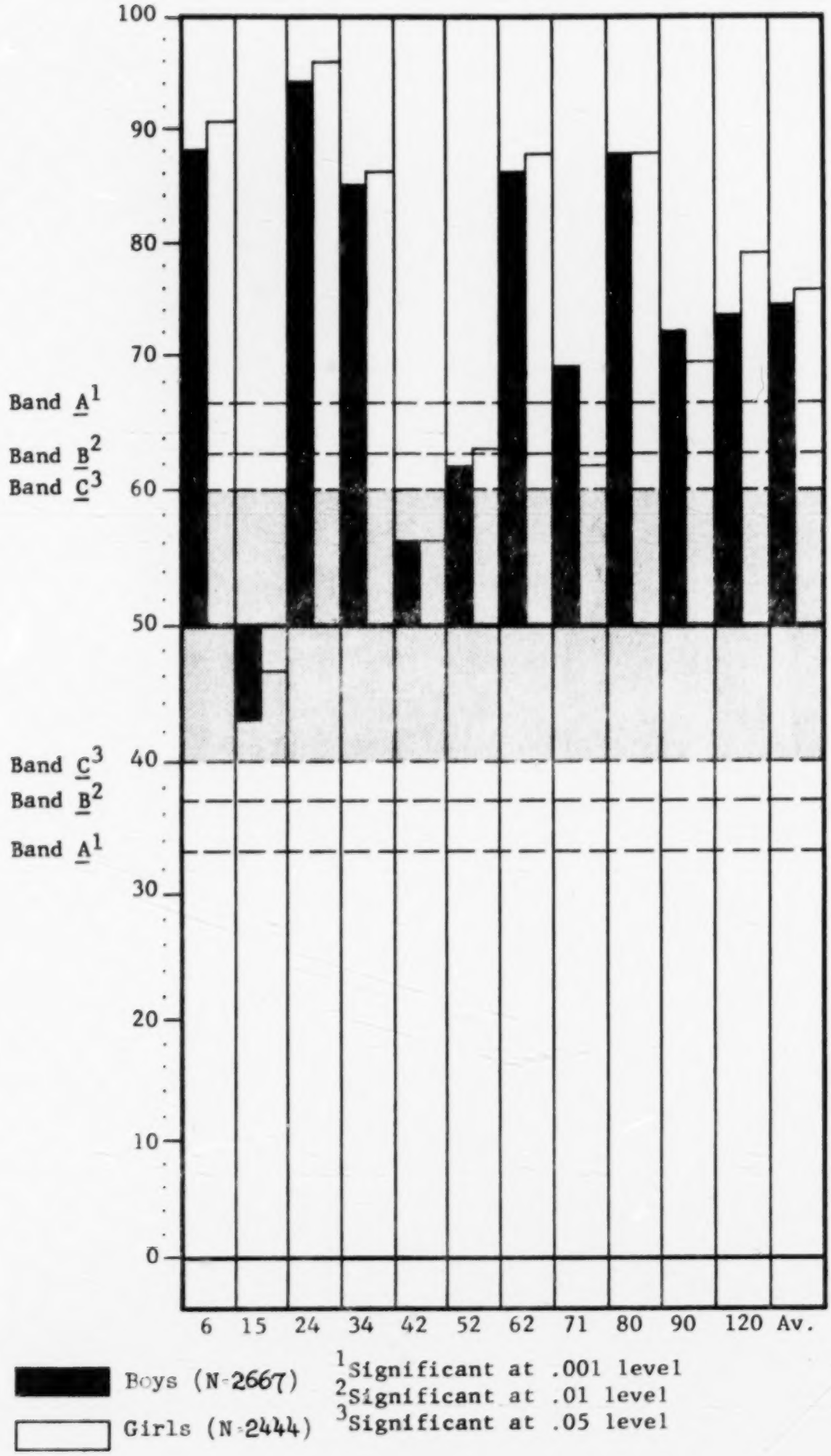


5th (N=2021)

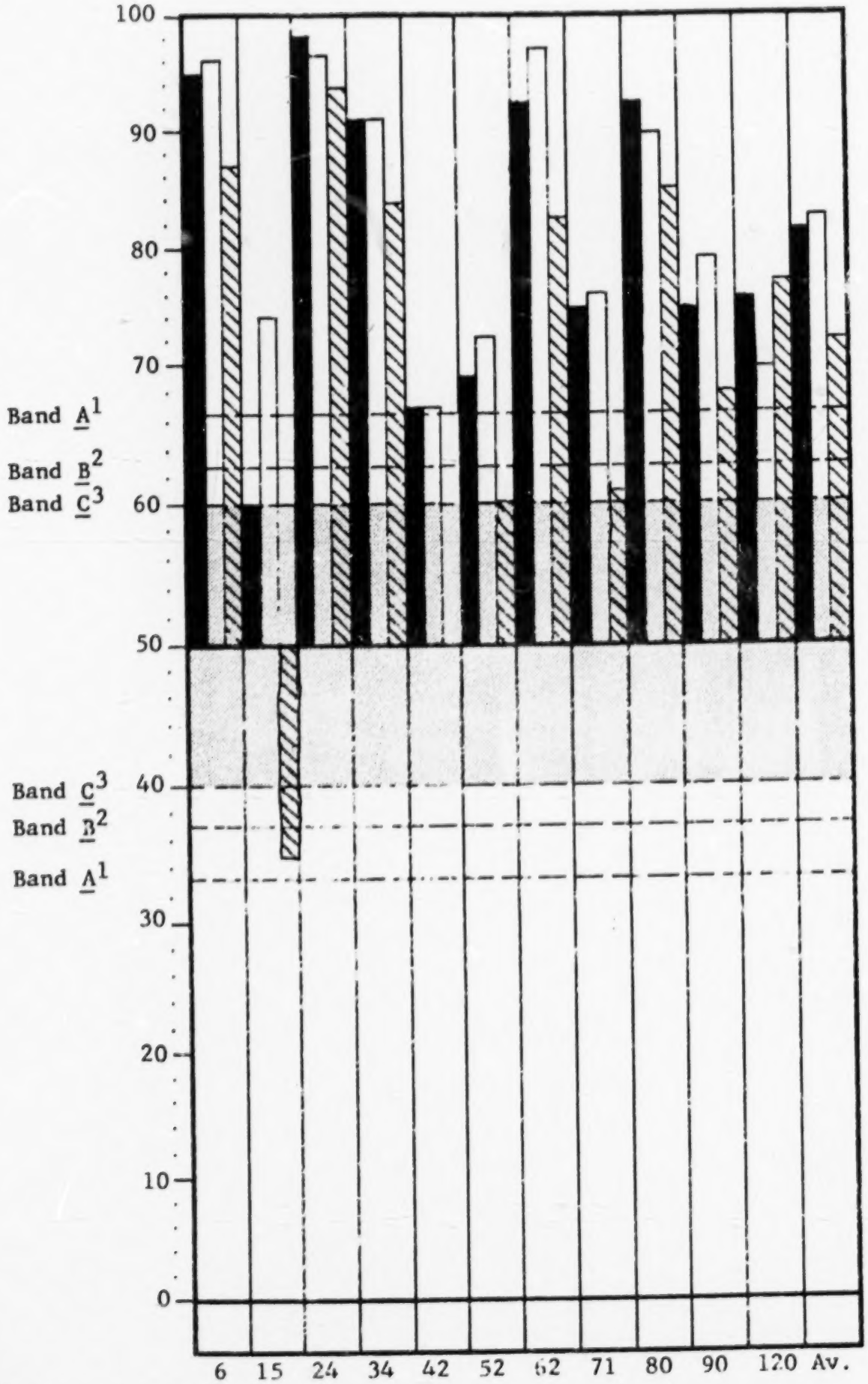
6th (N=2873)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



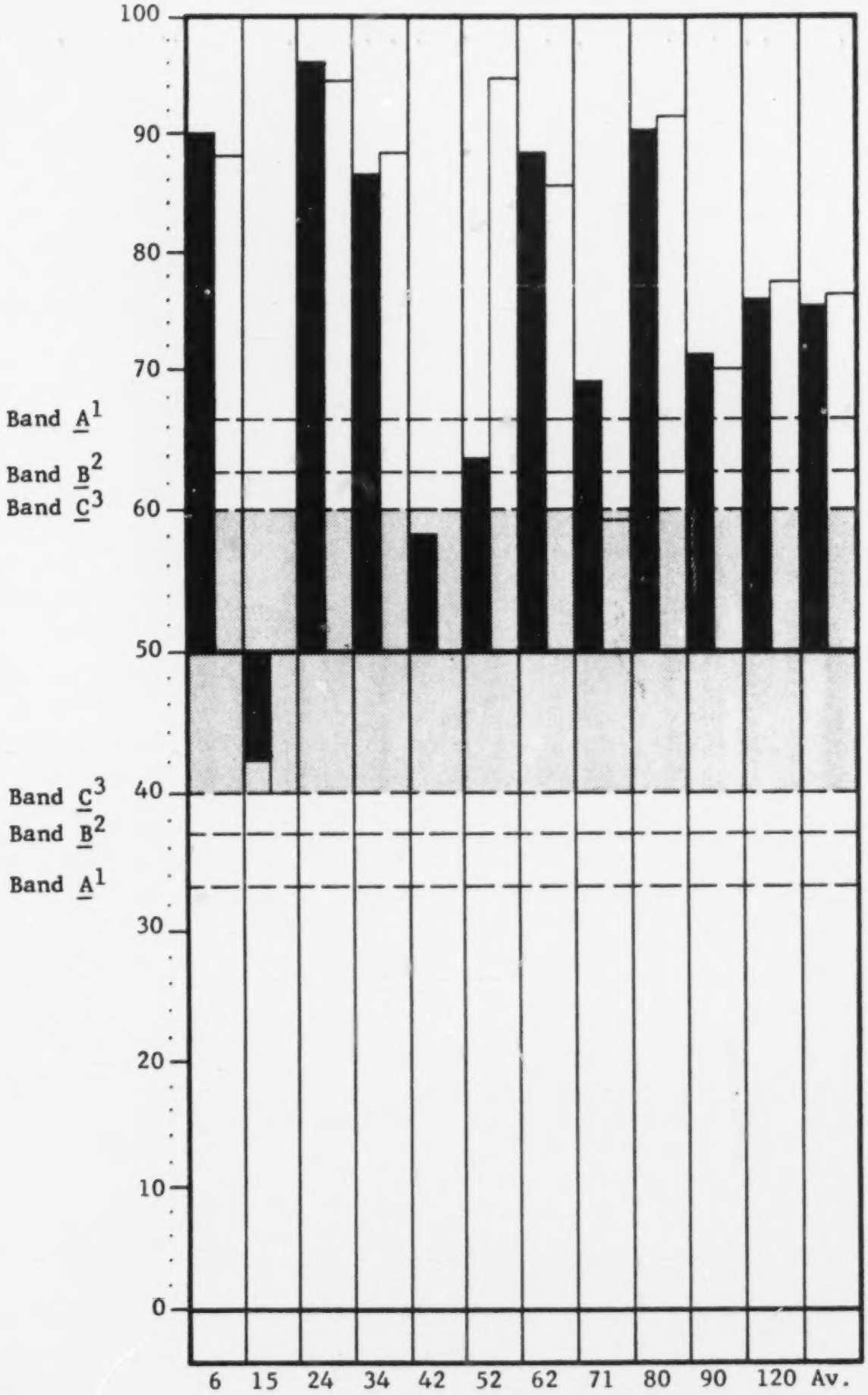
Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS

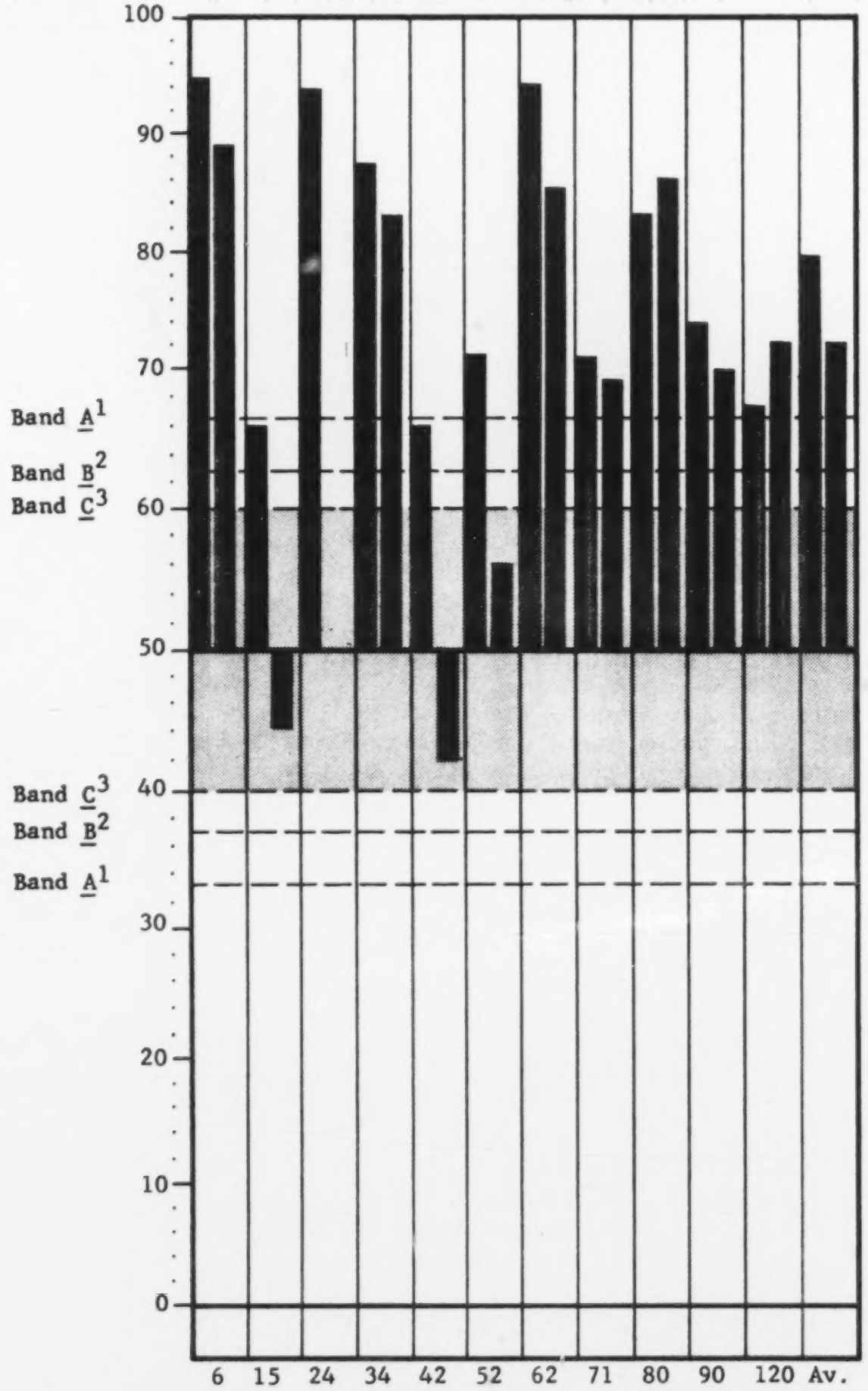


Title I (N 2622)

Non-Title I (N 2051)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

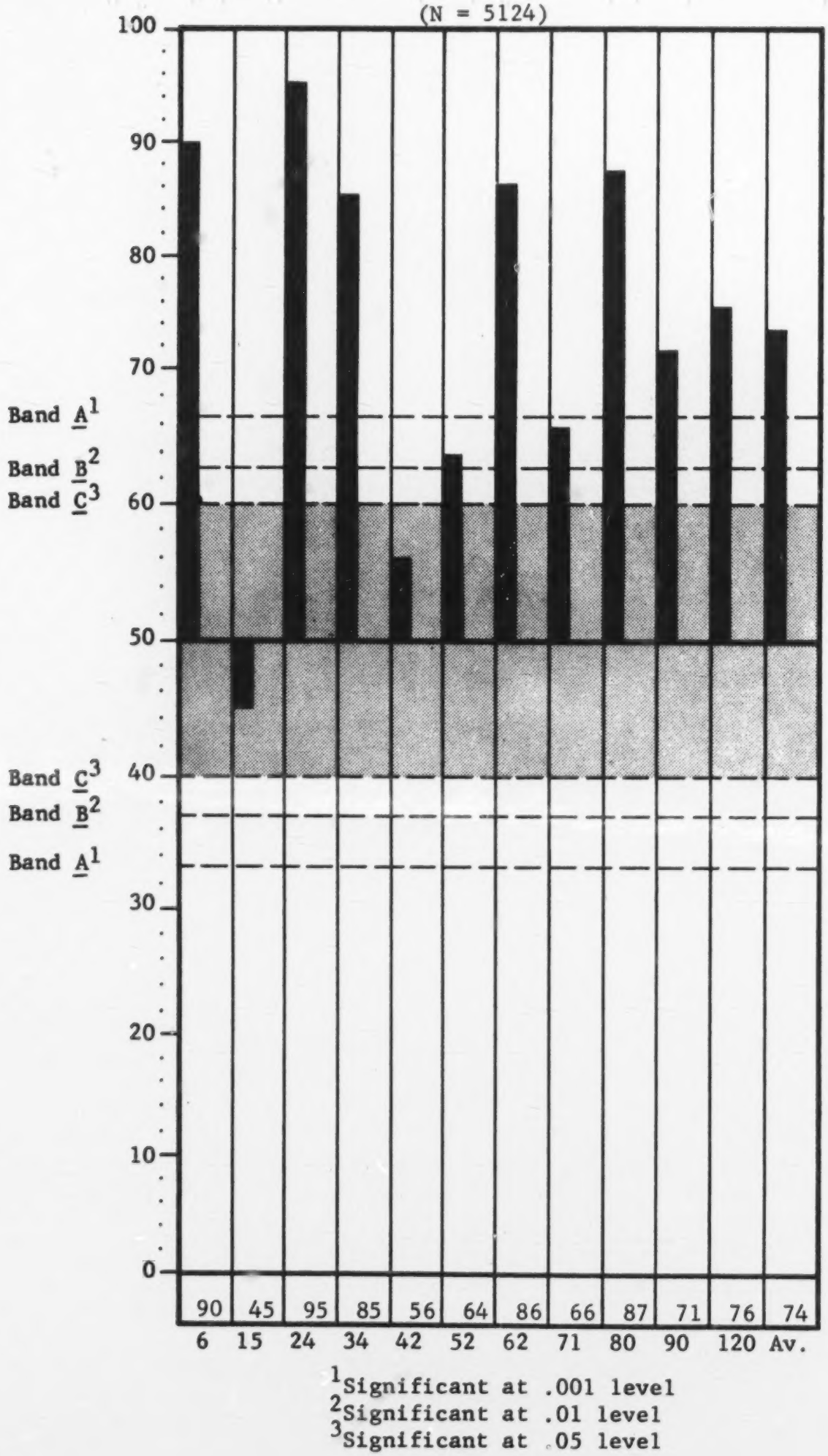
PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS
CLASSIFIED BY ABILITY GROUP



Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

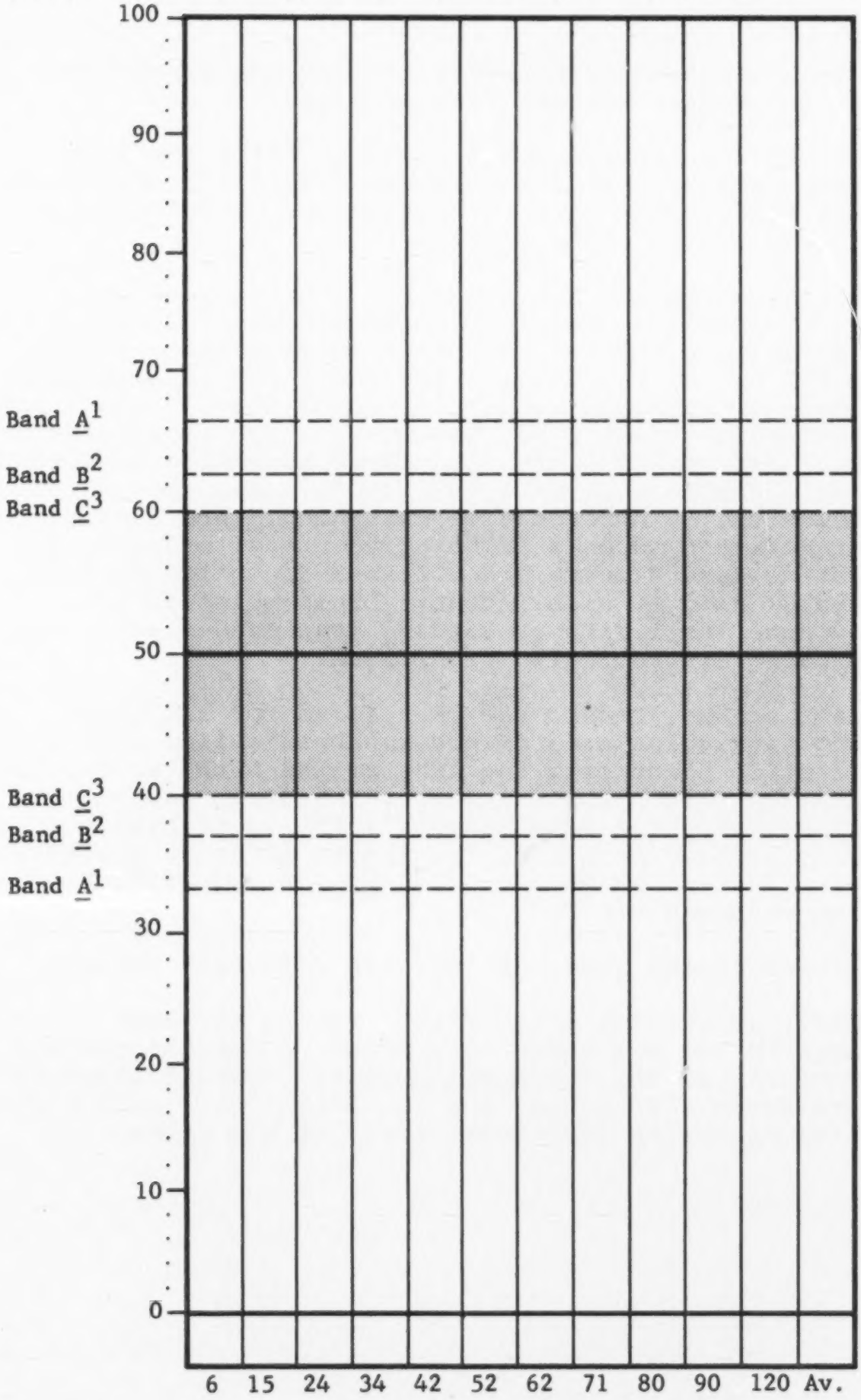
[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
VOCATIONAL PRESS



[1]Significant at .001 level
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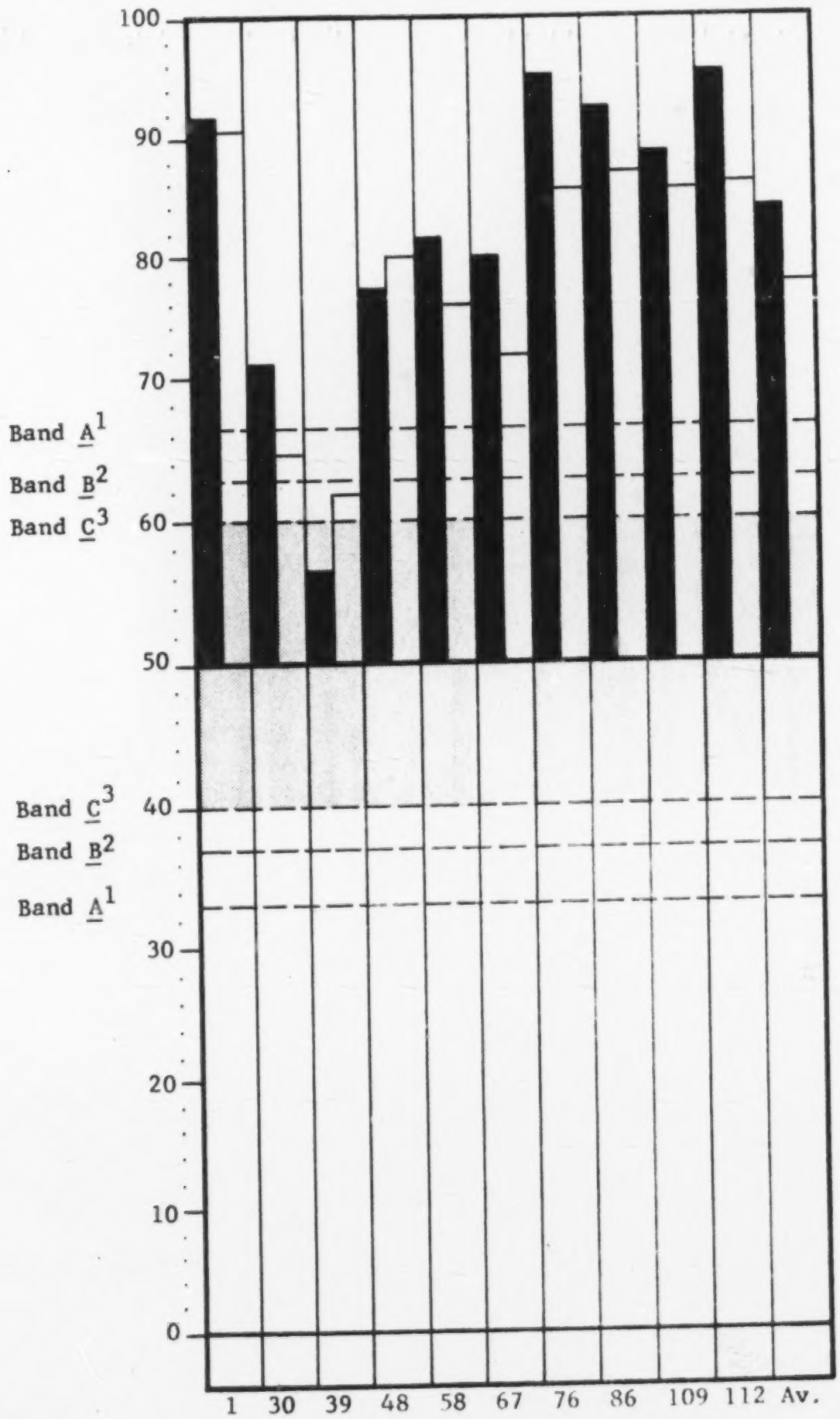
PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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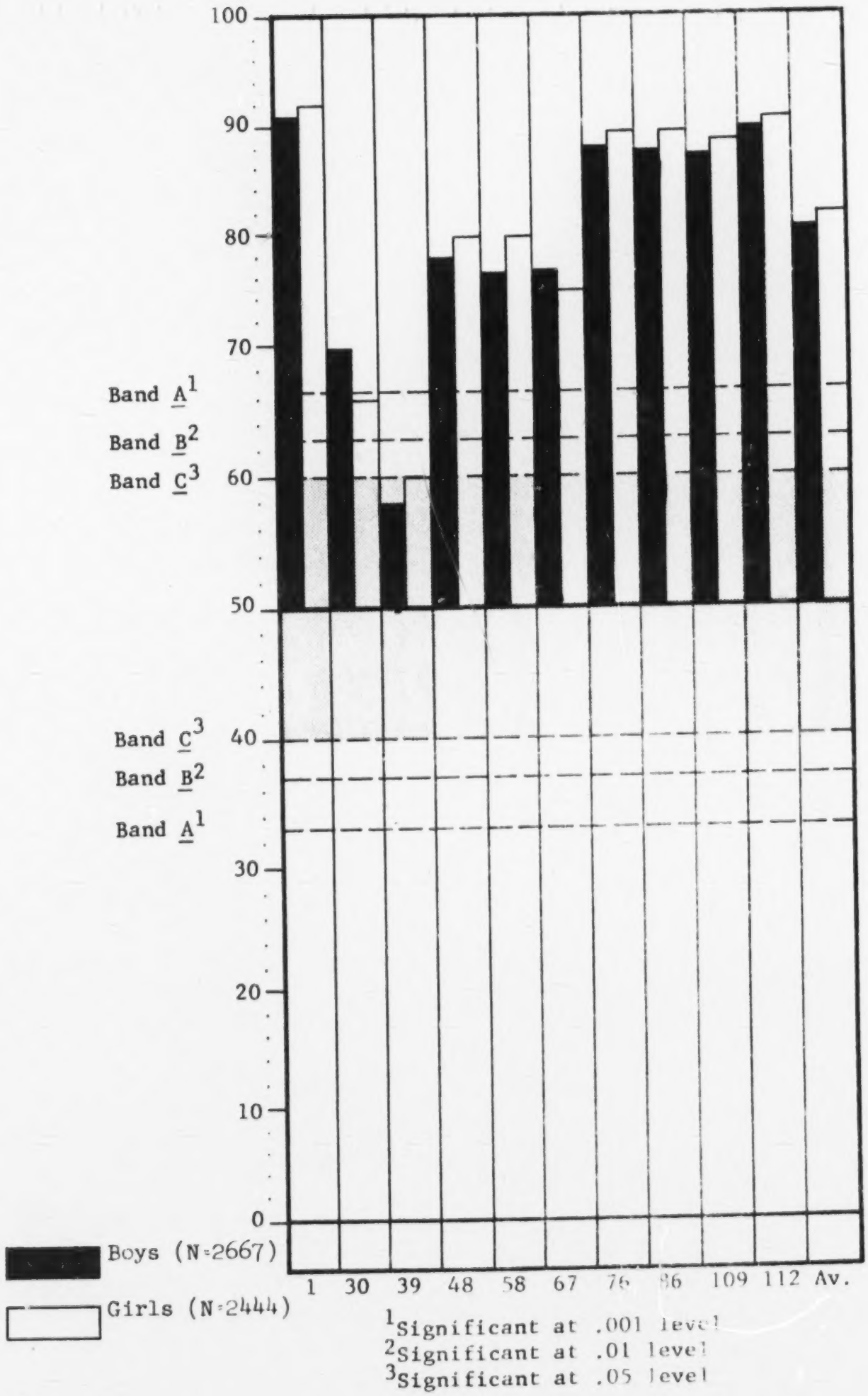
5th (N=2021)

6th (N=2873)

PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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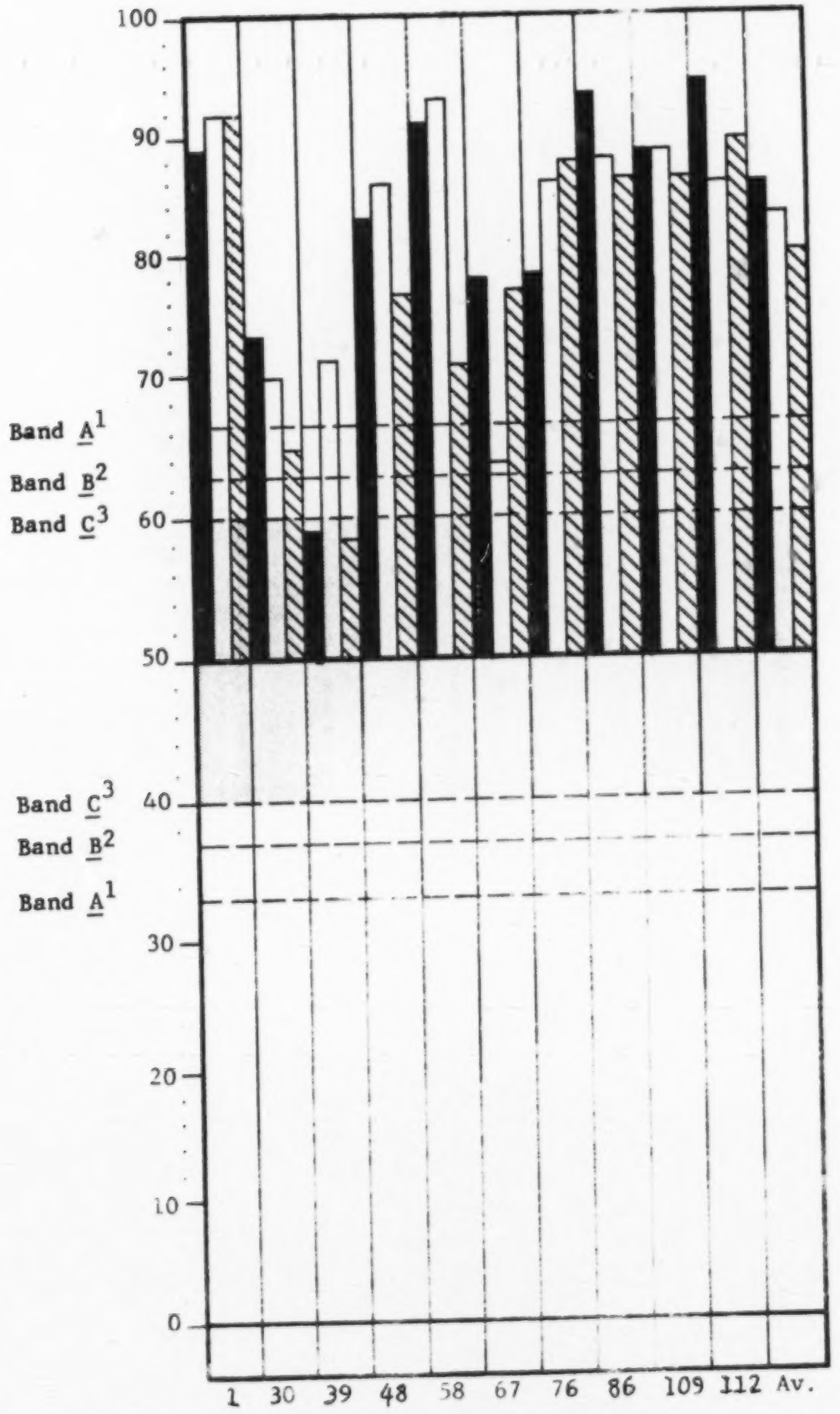
PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS



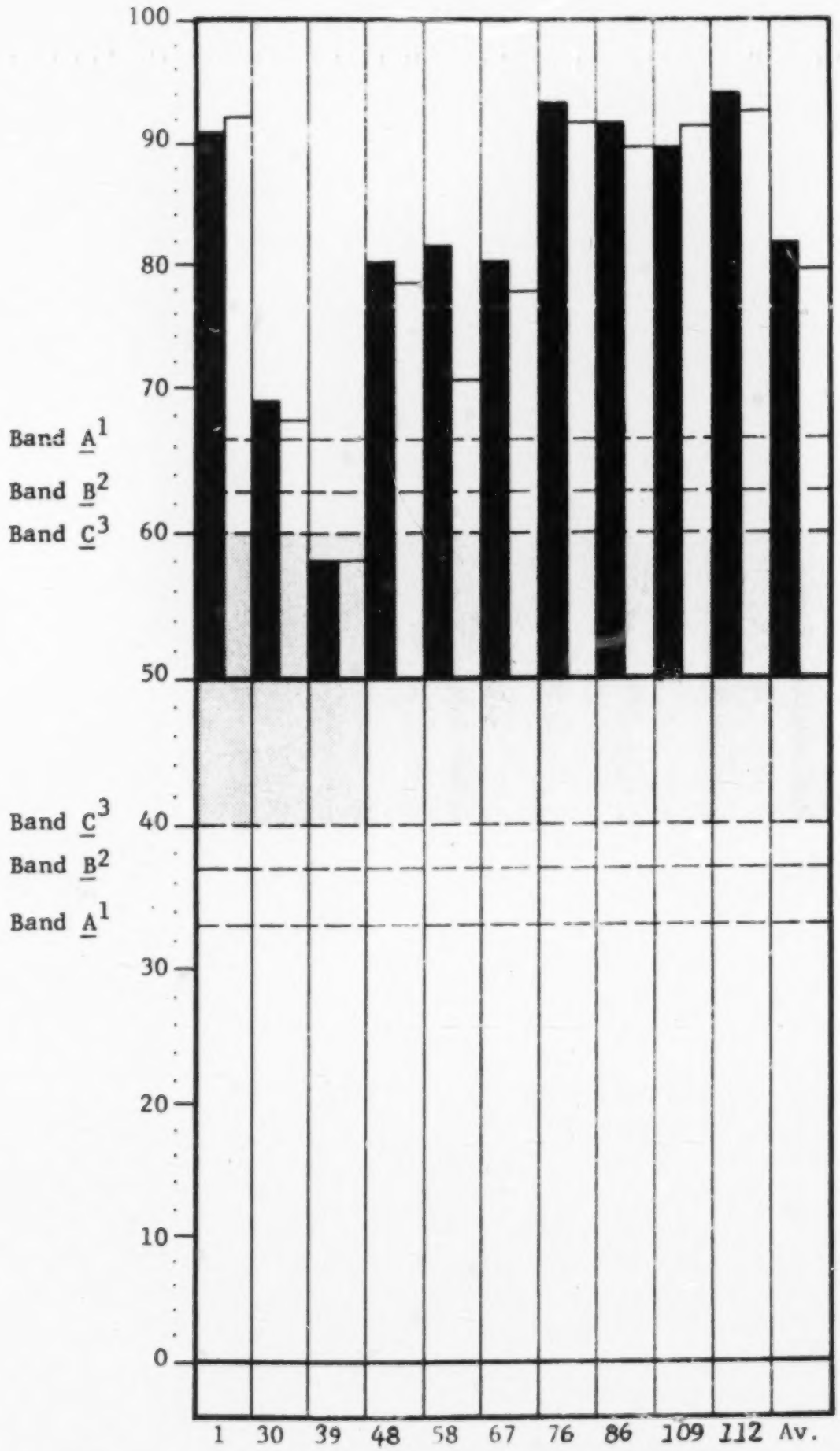
Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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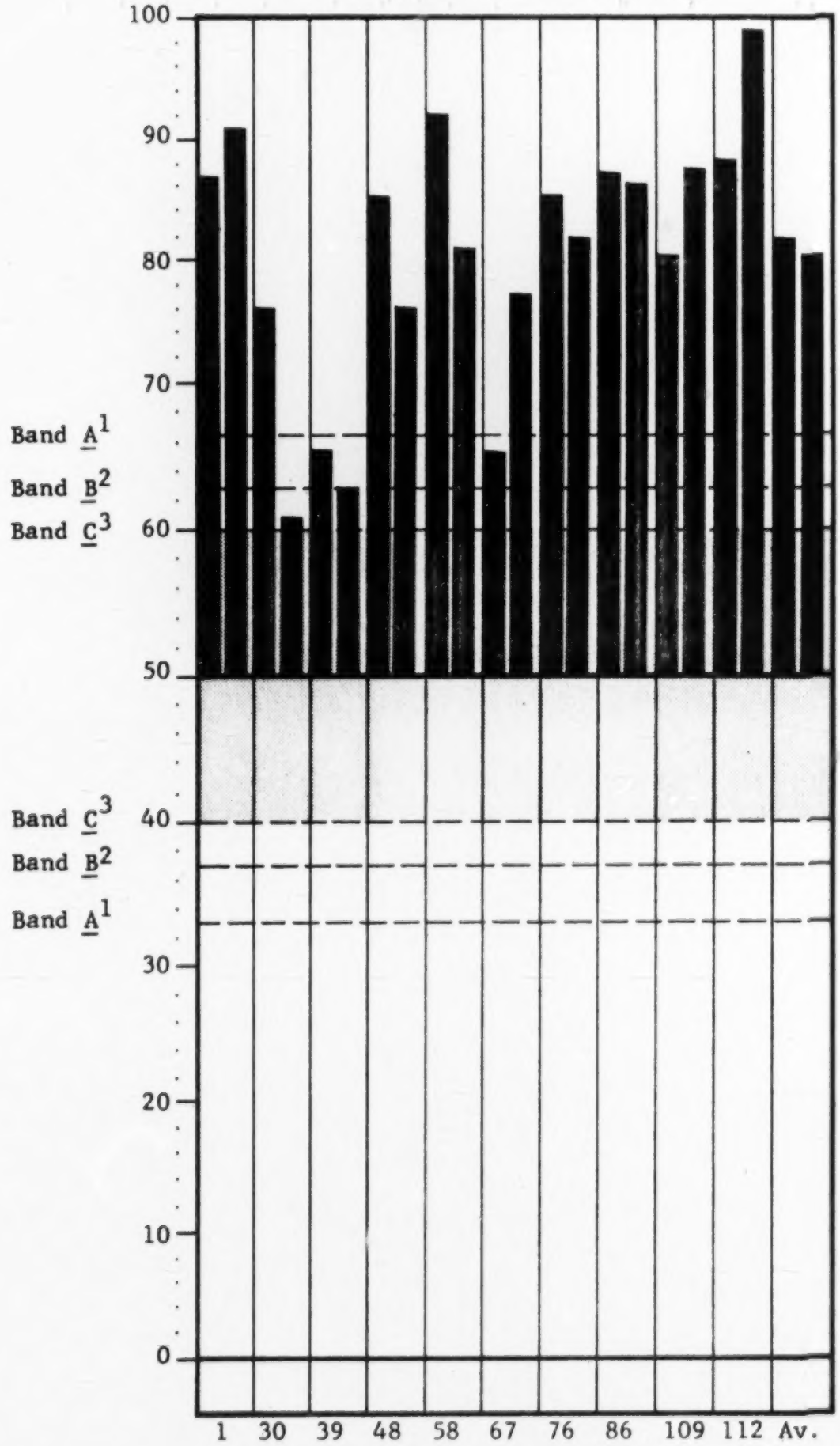
Title I (N=2622)

Non-Title I (N=2051)

PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS
CLASSIFIED BY ABILITY GROUP

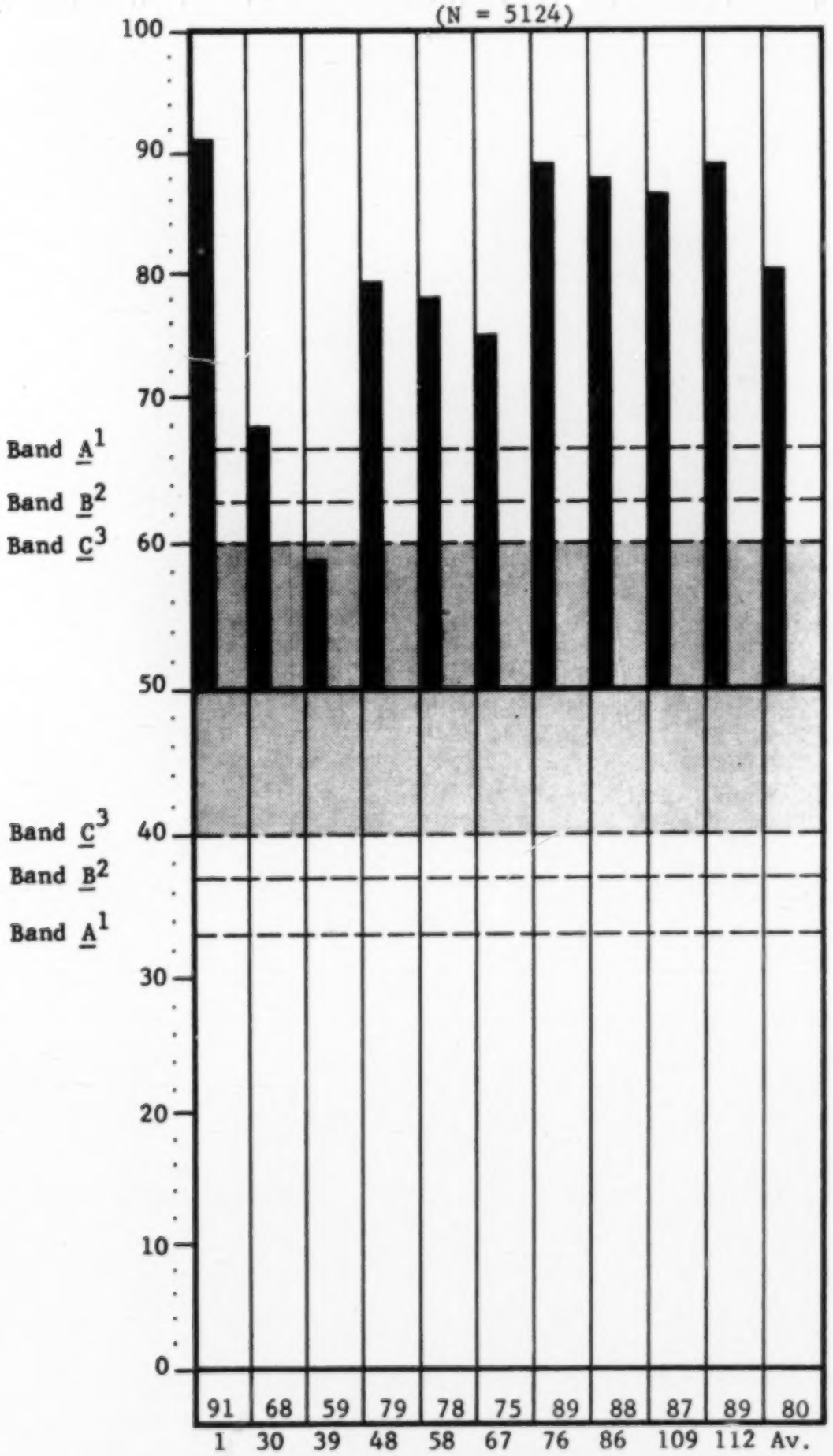


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

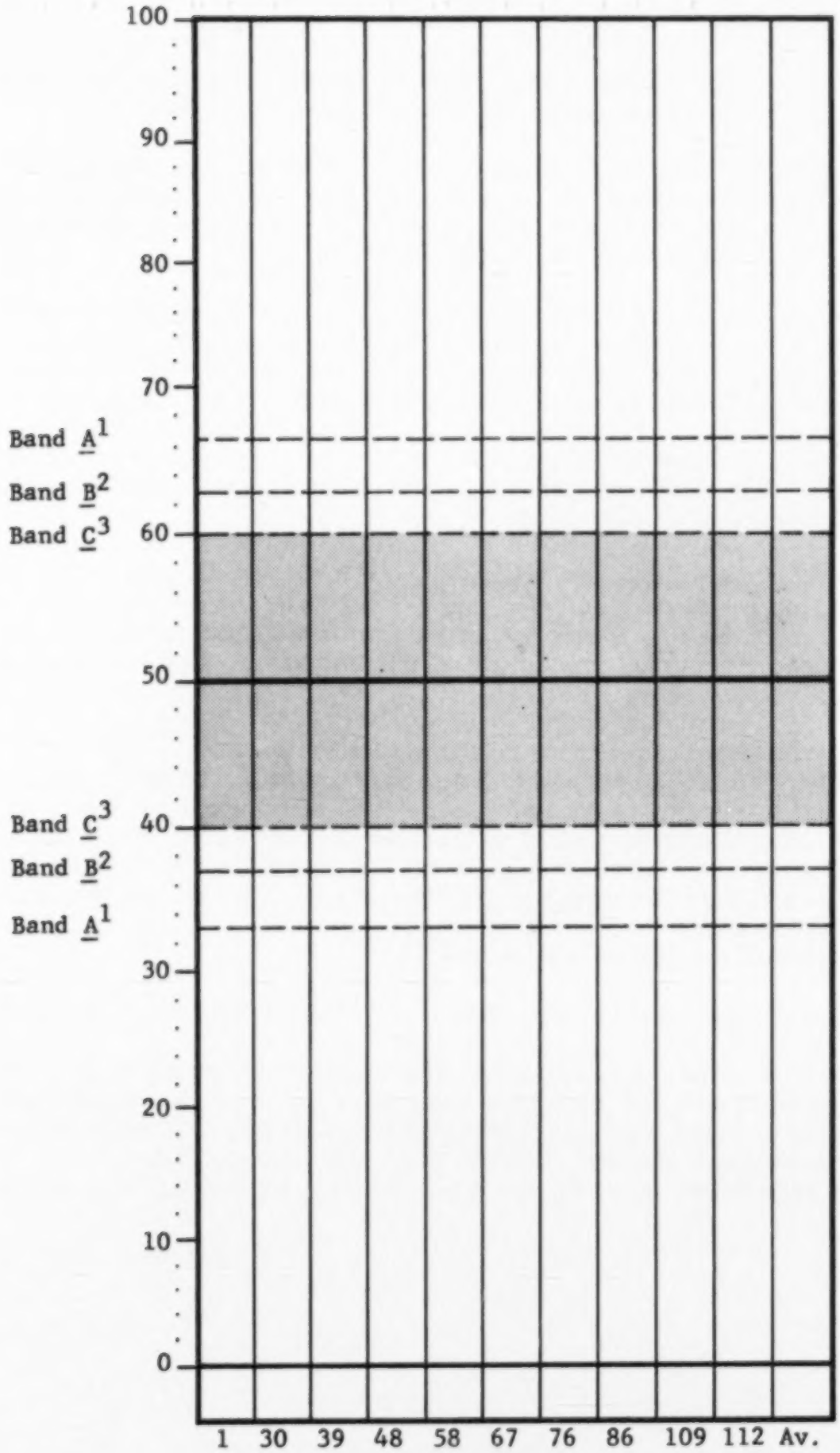
PERCENTAGE OF PUPILS RESPONDING TO CIVIC PRESS

(N = 5124)



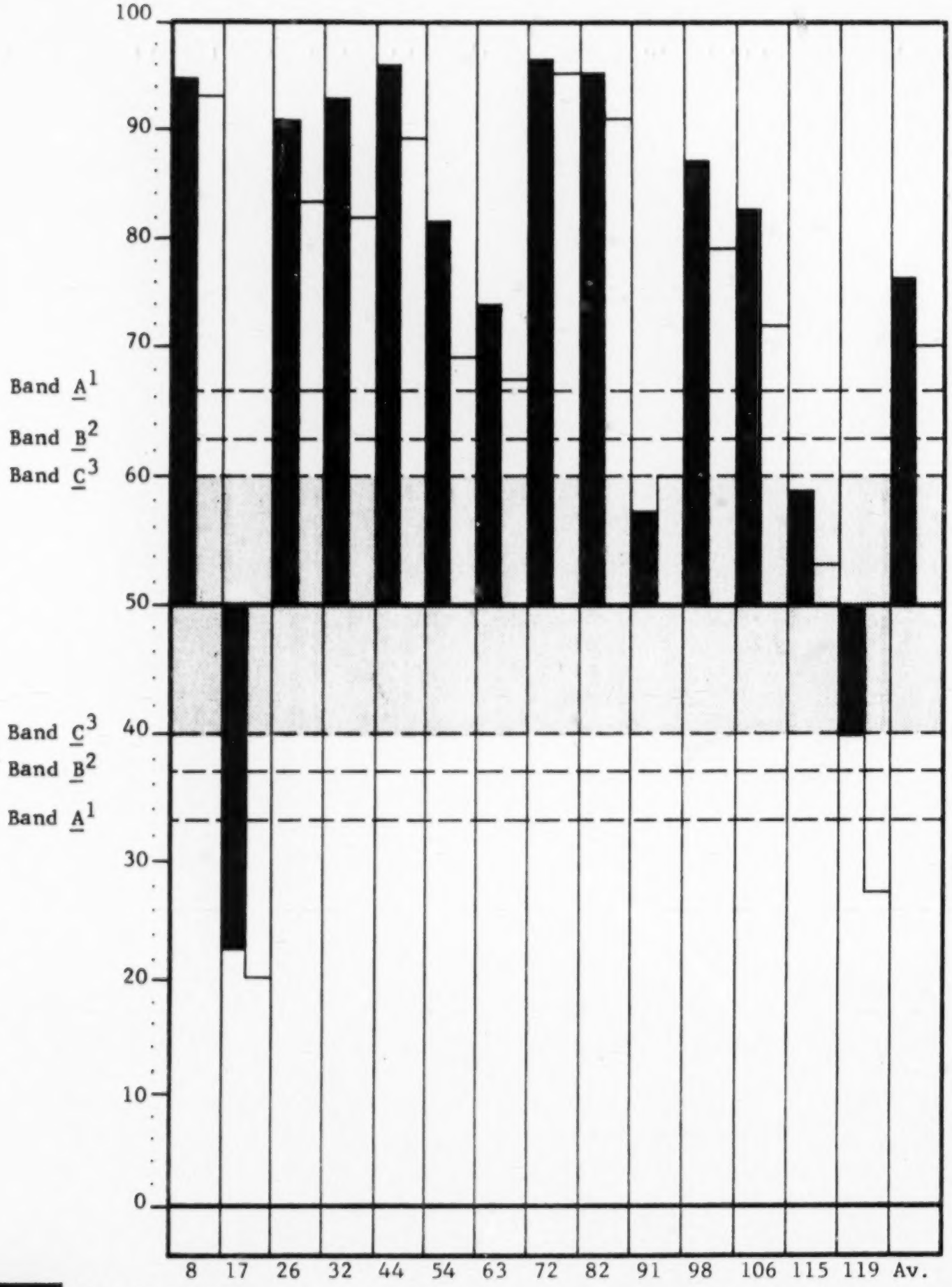
[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
CIVIC PRESS

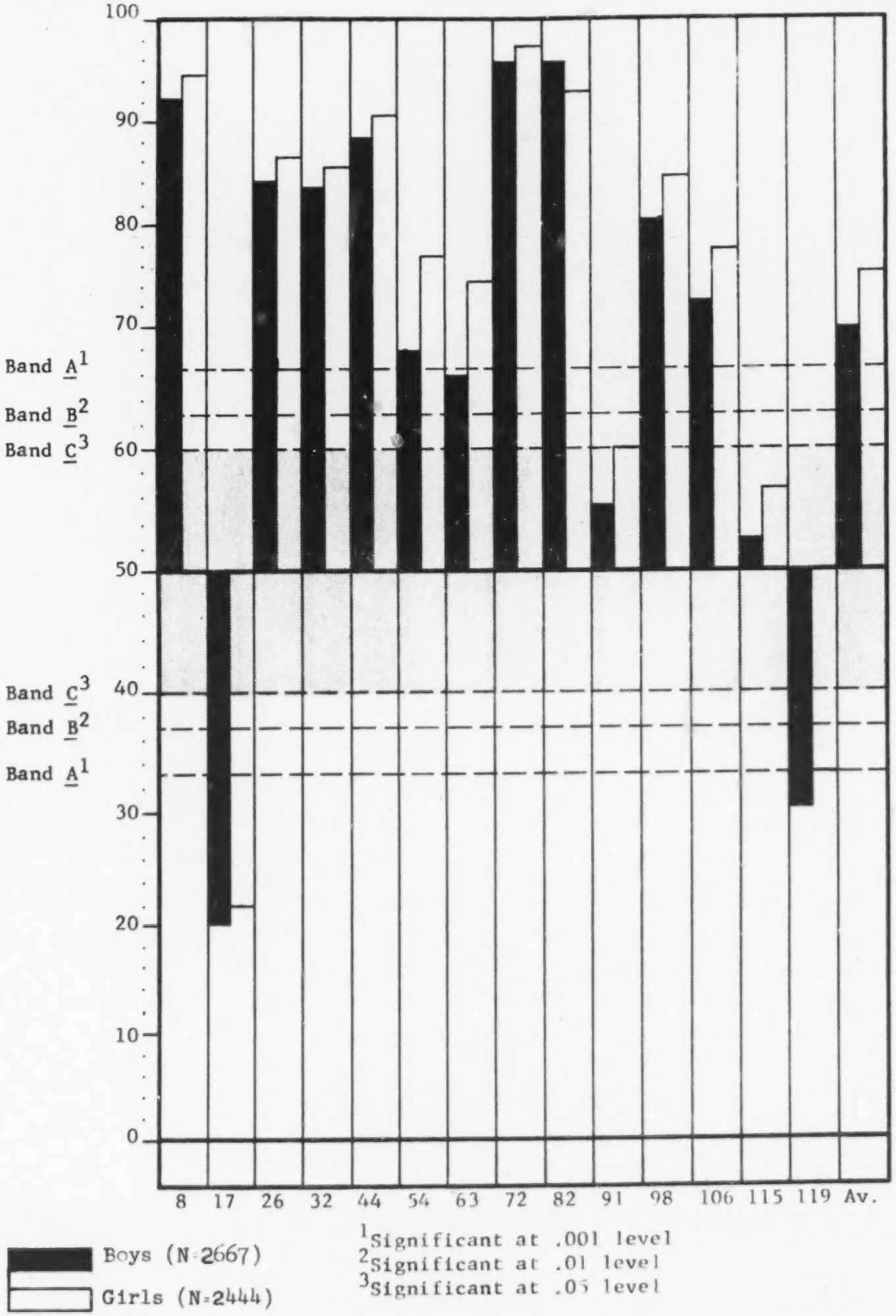


[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

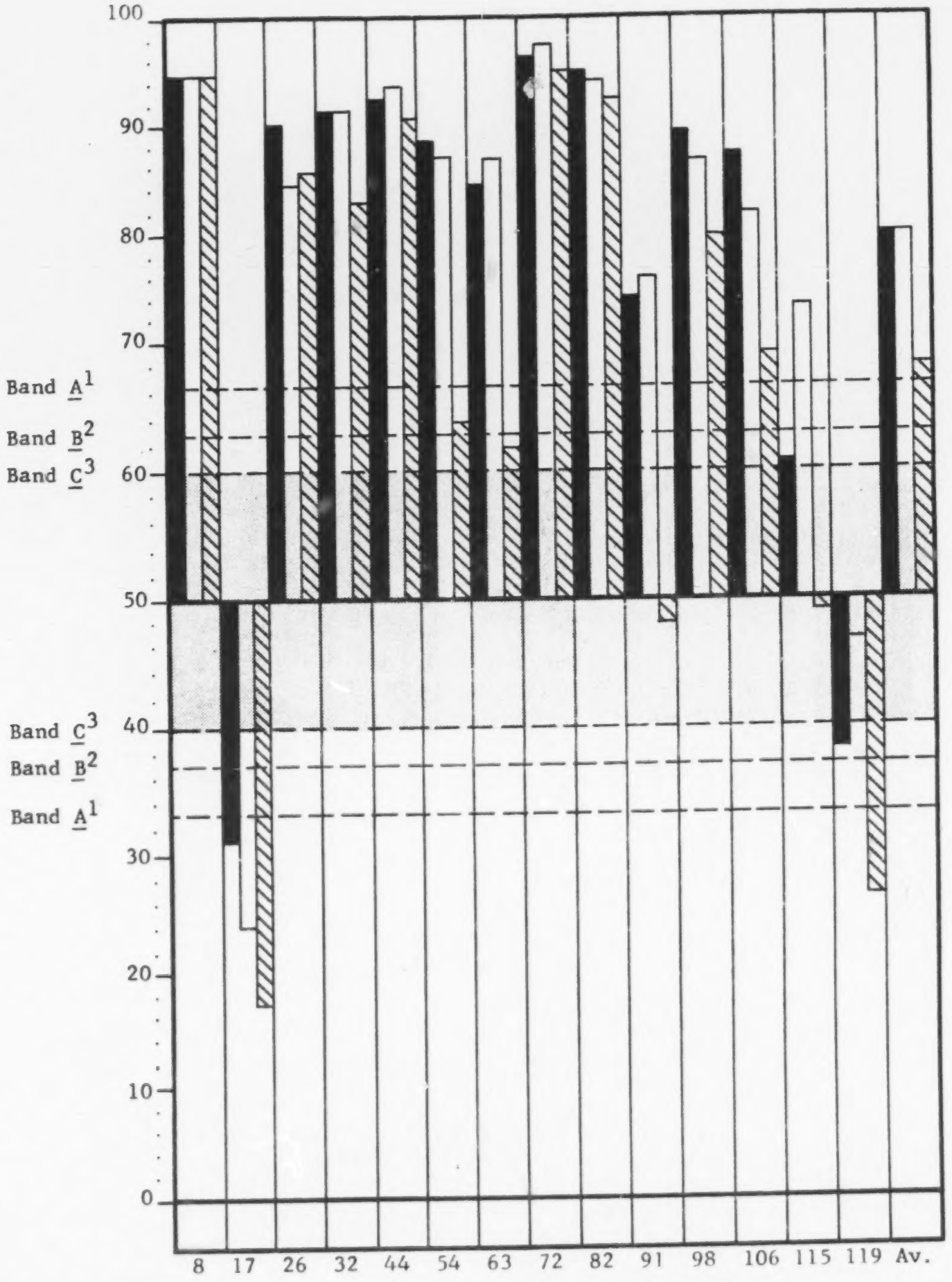
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



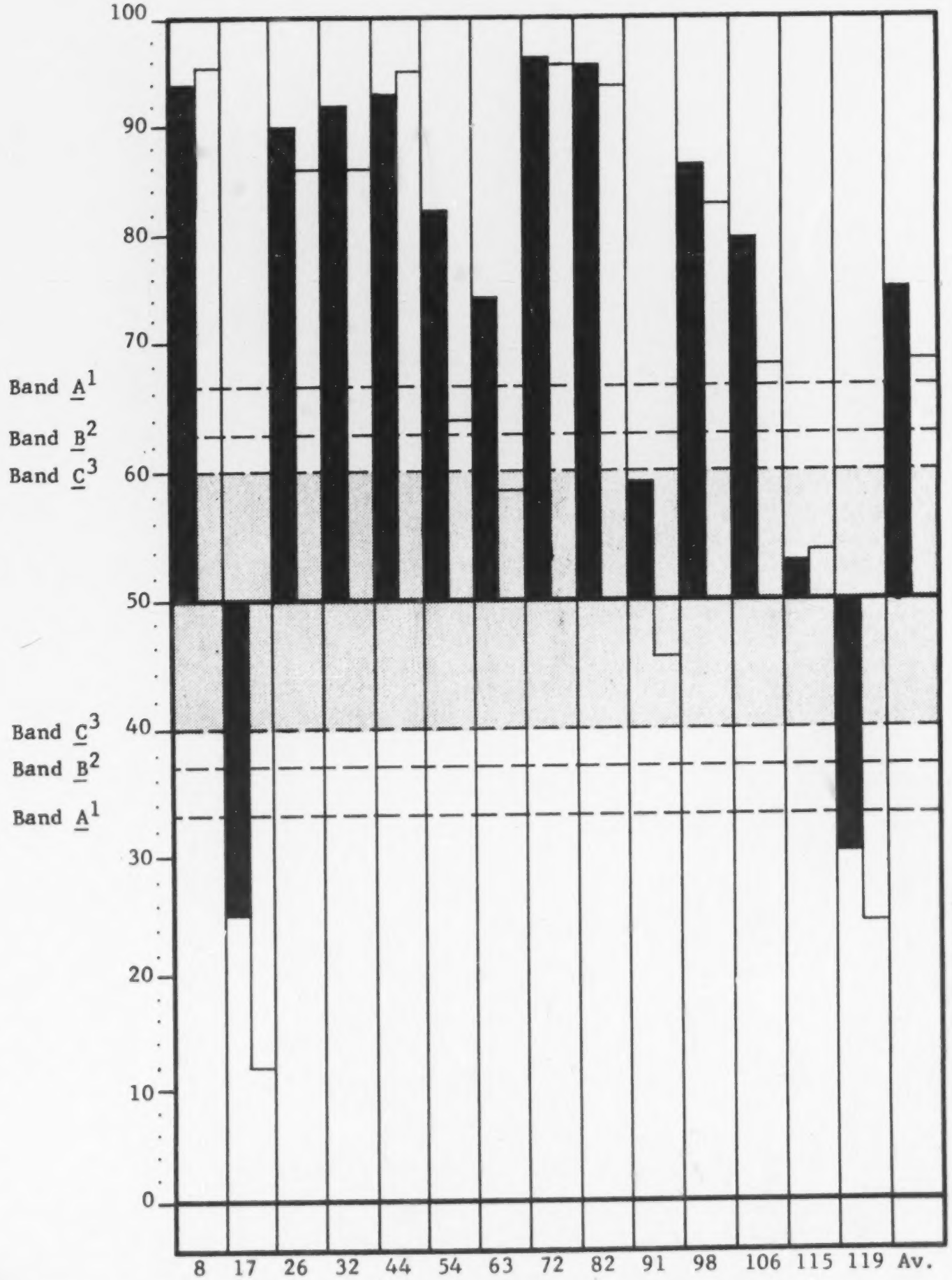
Mexican American

Afro-American

Anglo American

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS

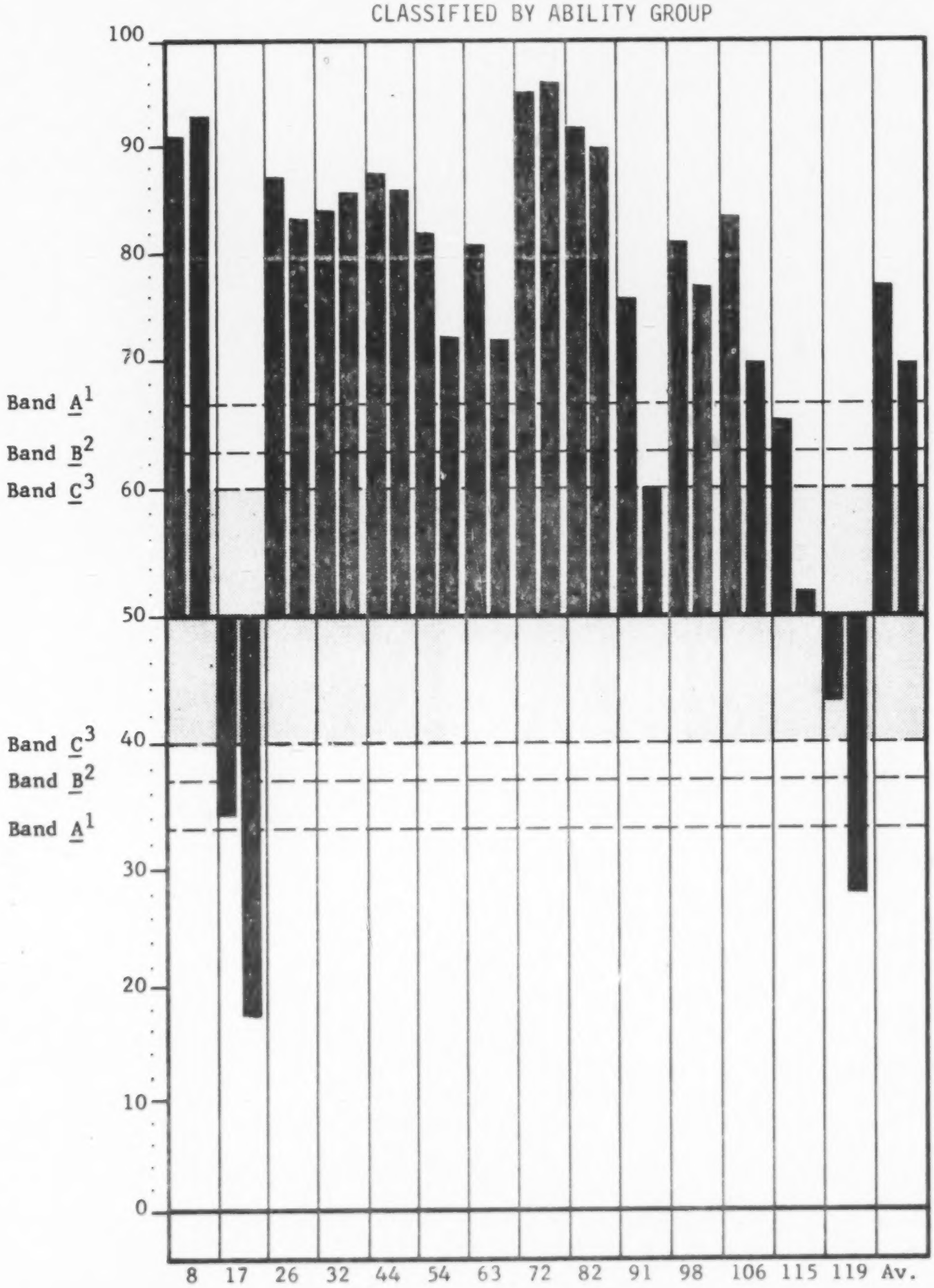


Title I (N=2622)

Non-Title I (N=2051)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS
CLASSIFIED BY ABILITY GROUP

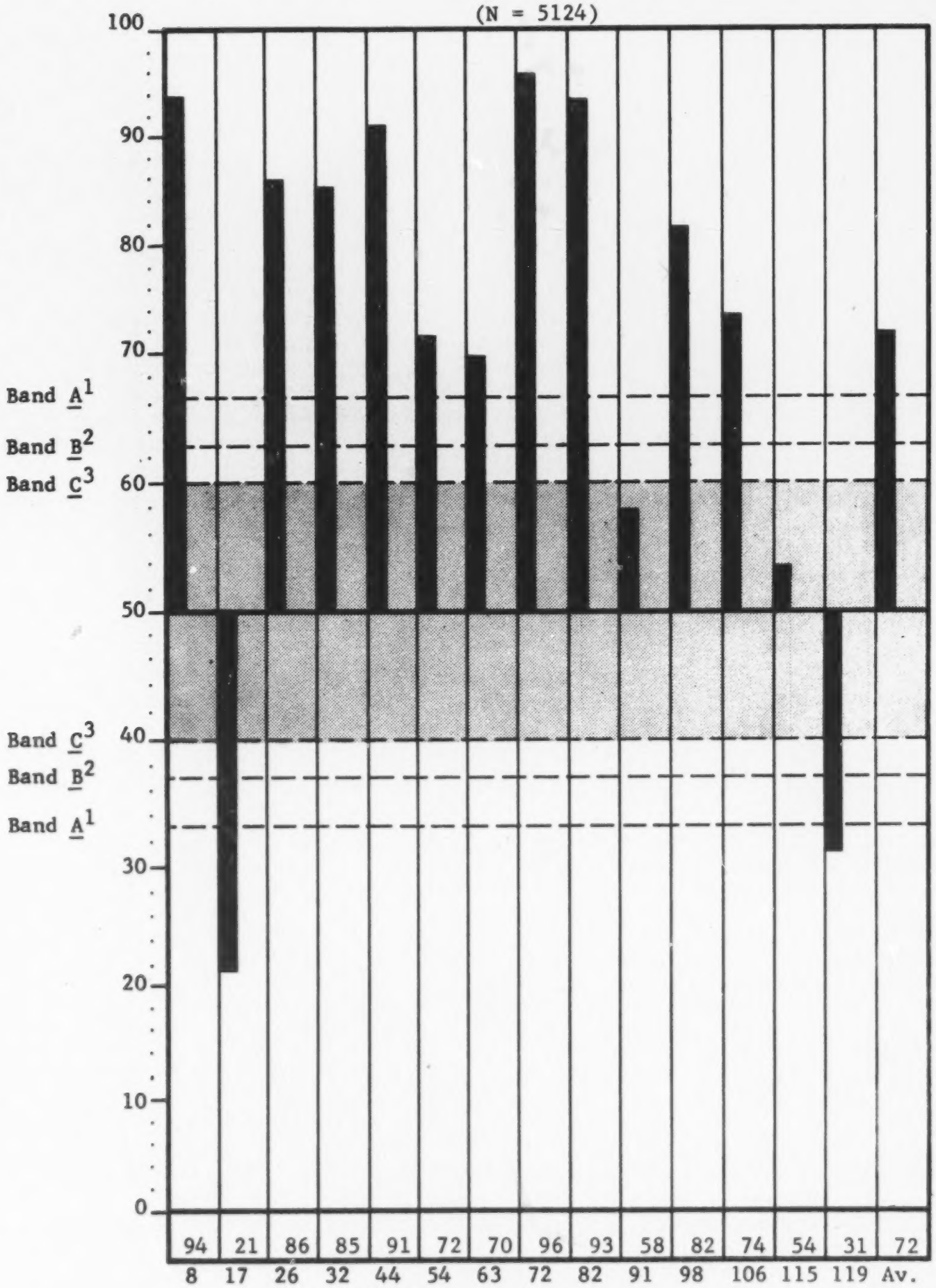


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS

(N = 5124)



[1]Significant at .001 level
[2]Significant at .01 level
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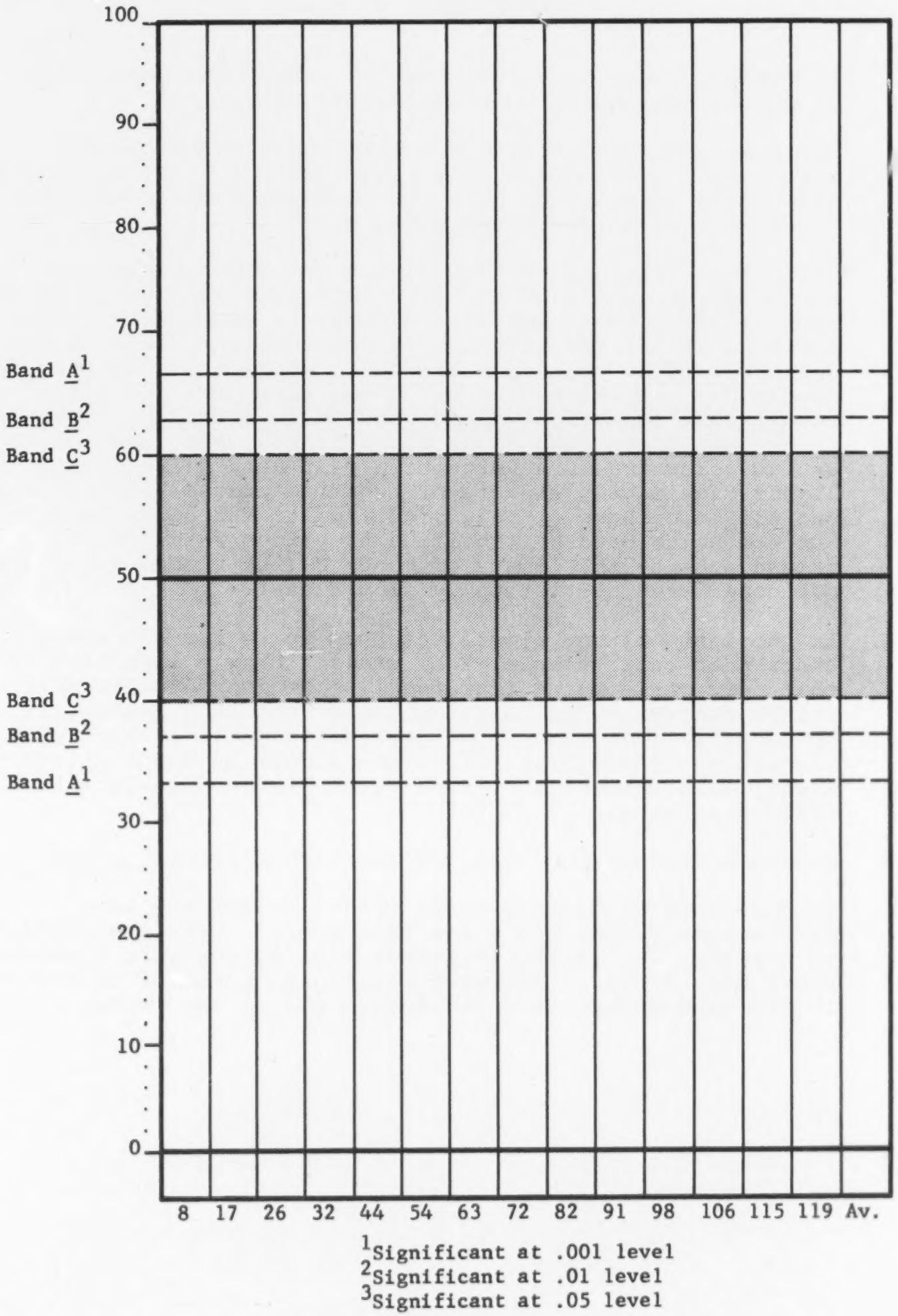
PERCENTAGE OF PUPILS RESPONDING TO
AESTHETIC PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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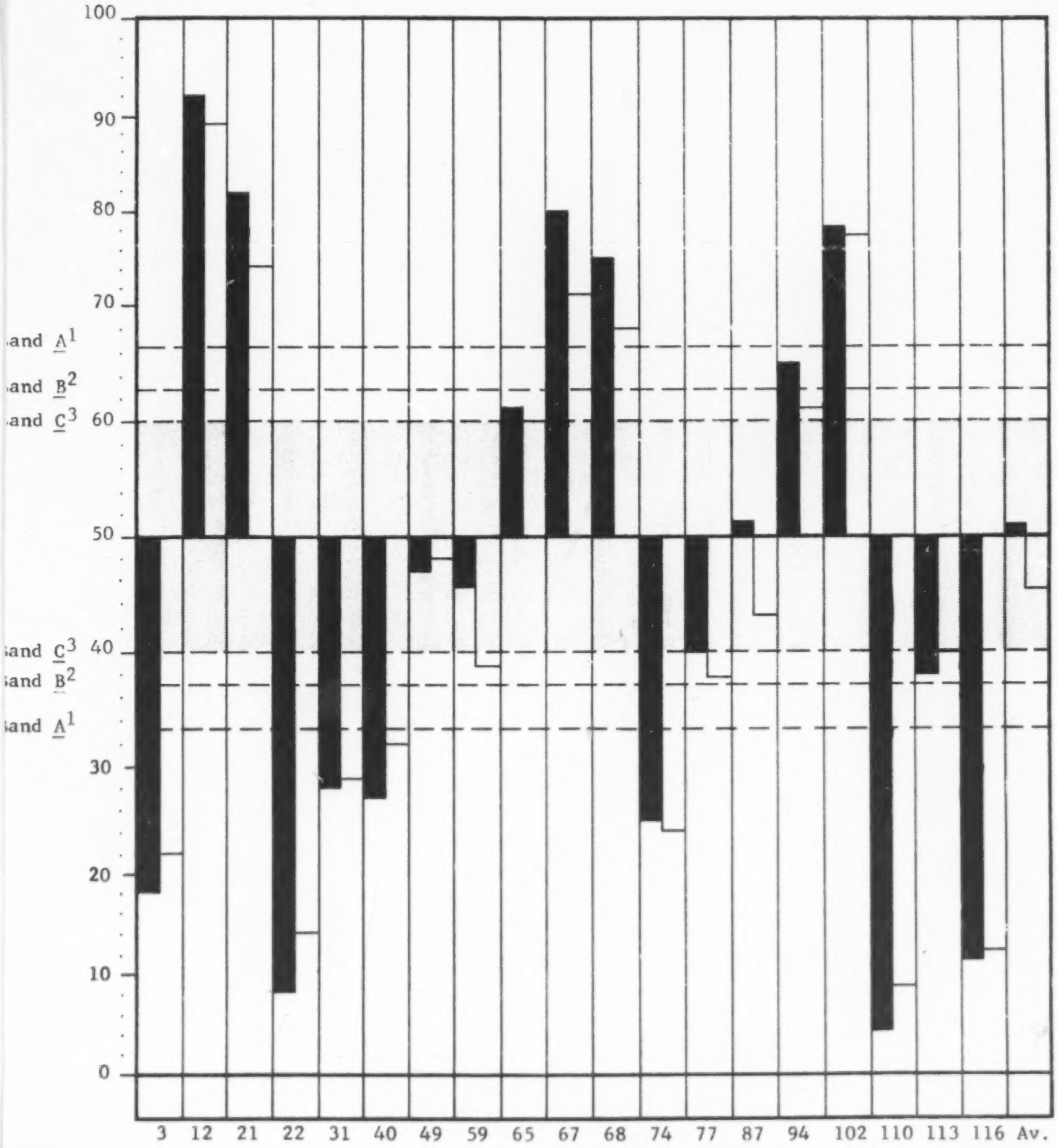
PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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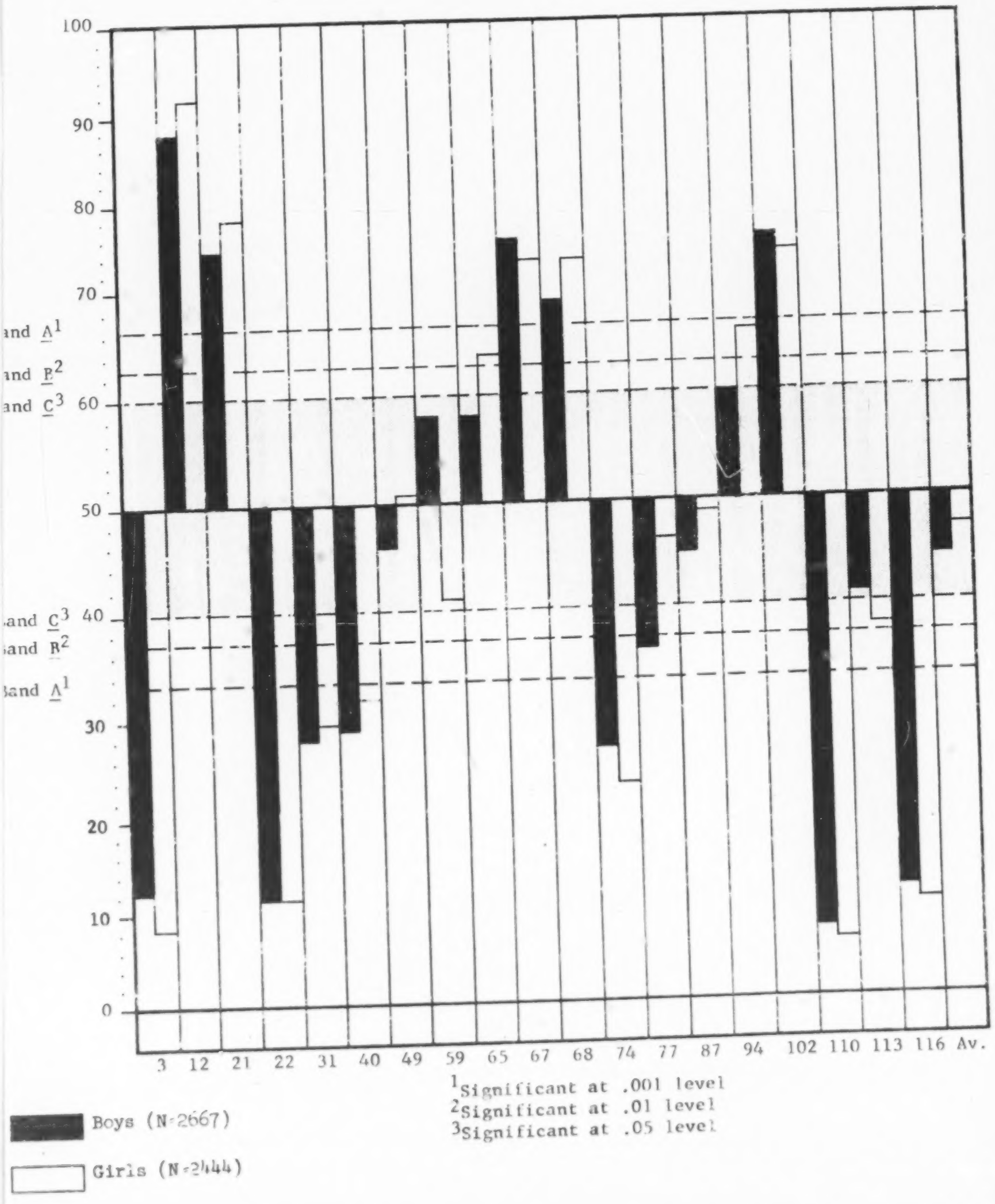
PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



[1]Significant at .001 level
[2]Significant at .01 level
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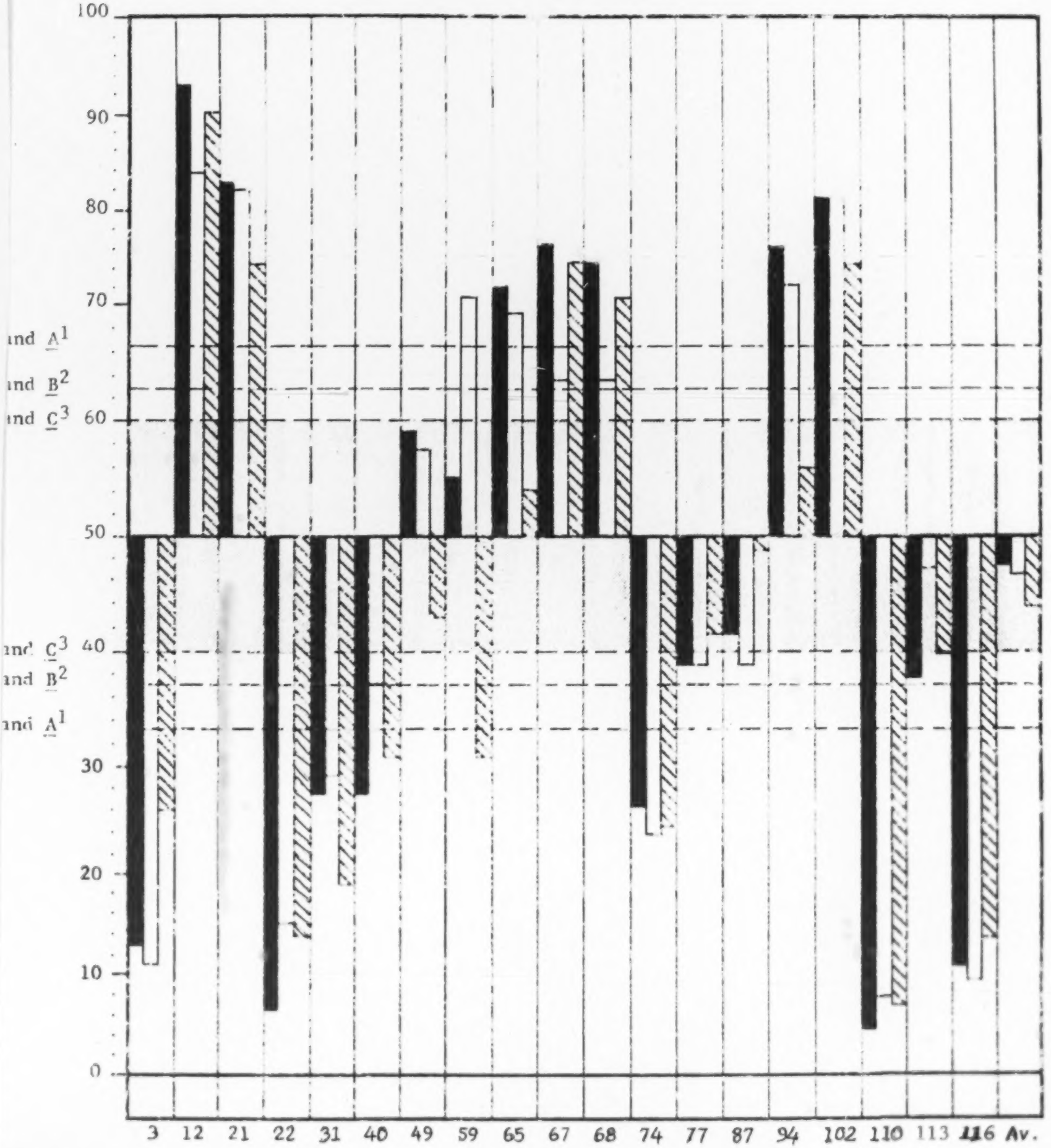
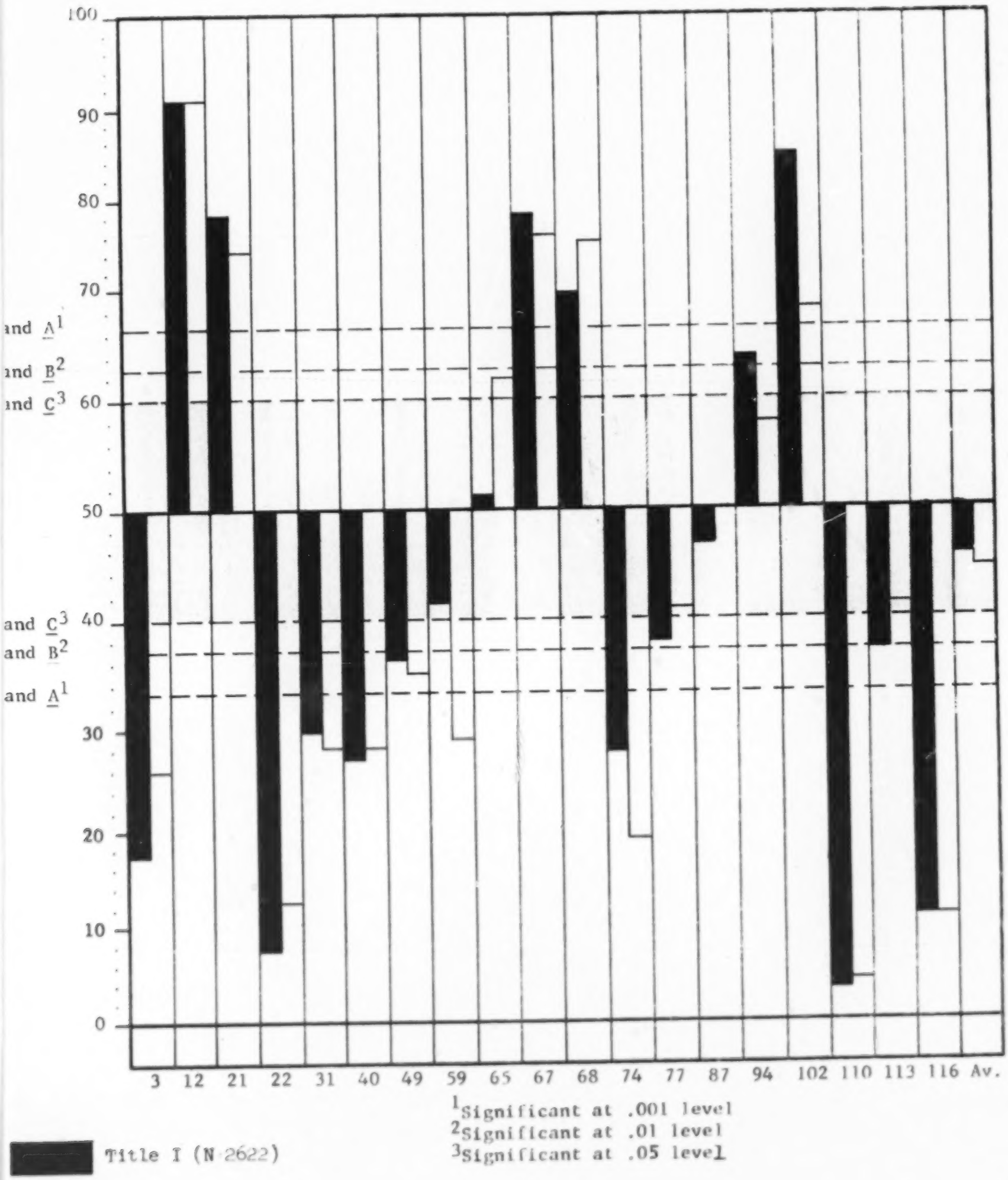
Boys (N=2667)

Girls (N=2444)

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



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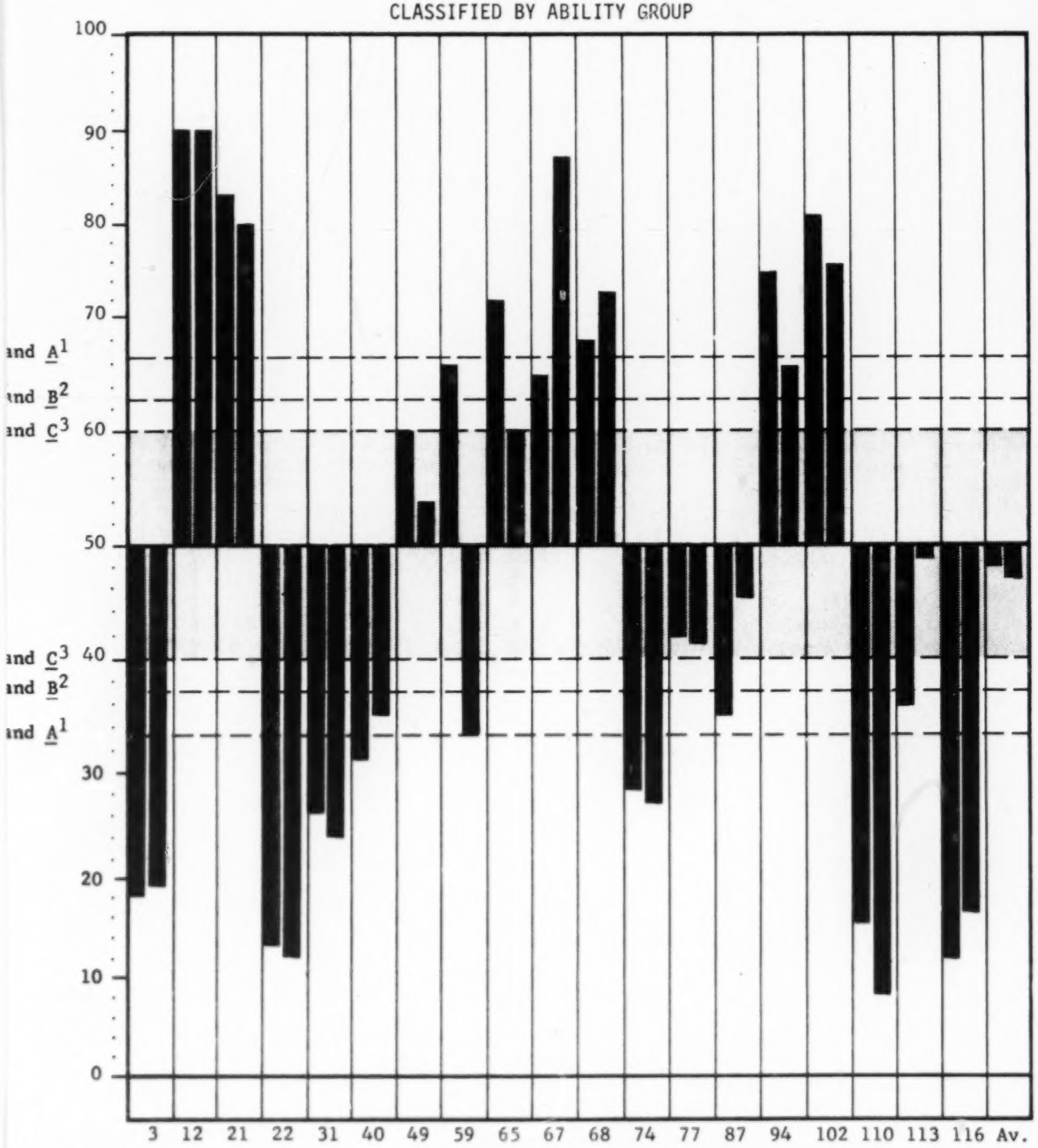
Title I (N 2622)

Non-Title I (N 2051)

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS

CLASSIFIED BY ABILITY GROUP

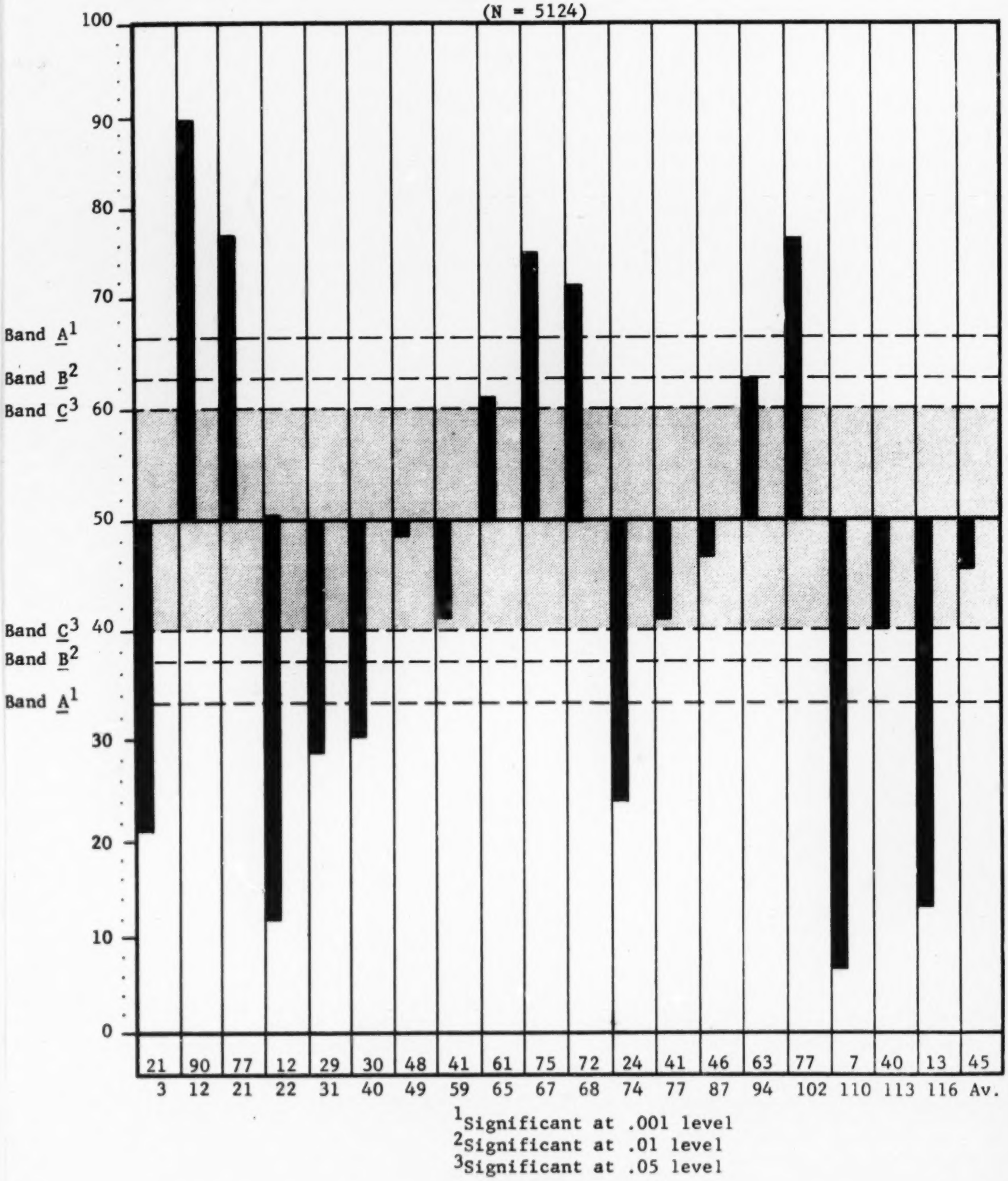


Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS

(N = 5124)



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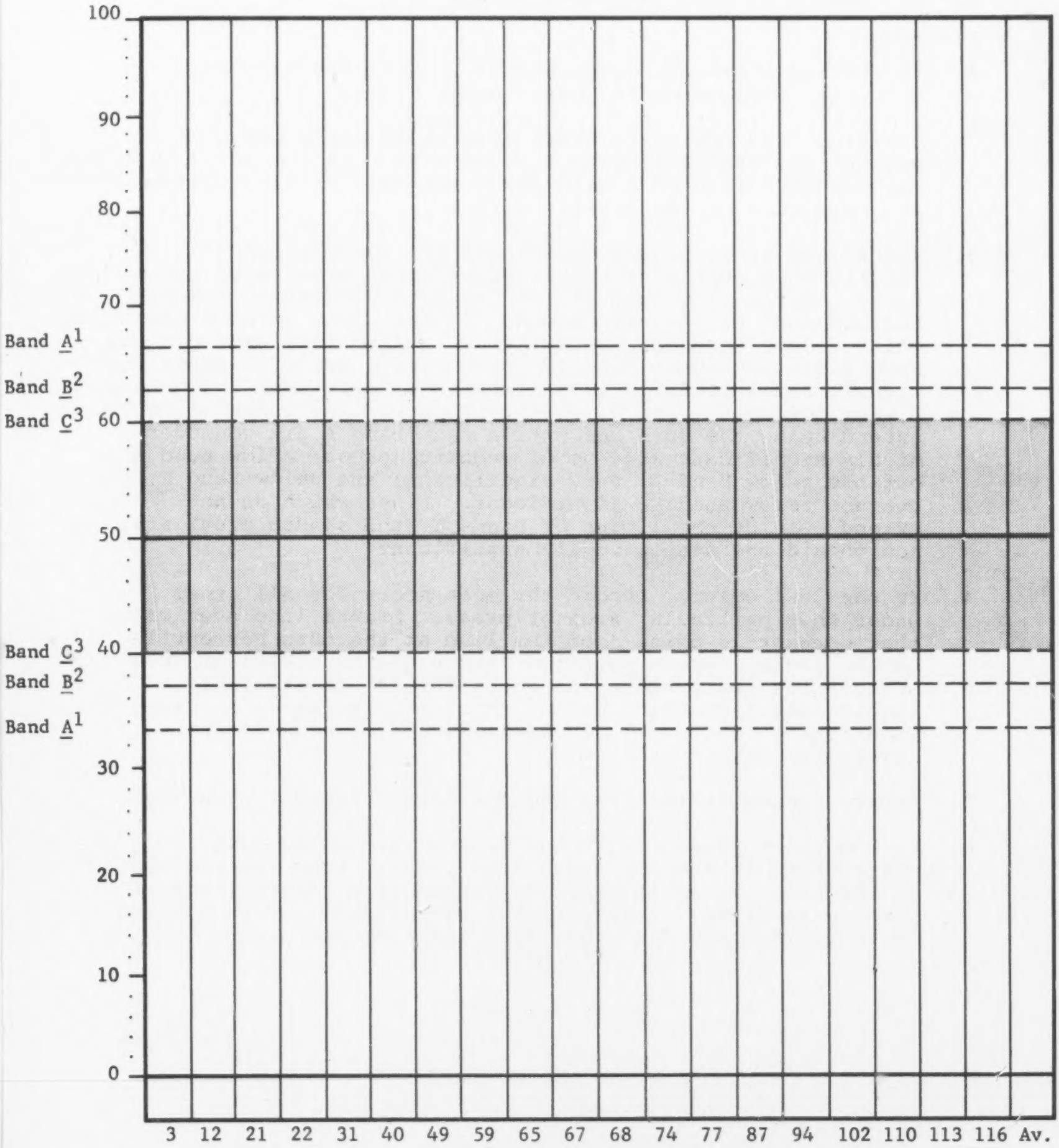
PERCENTAGE OF PUPILS RESPONDING TO
ACCEPTANCE PRESS



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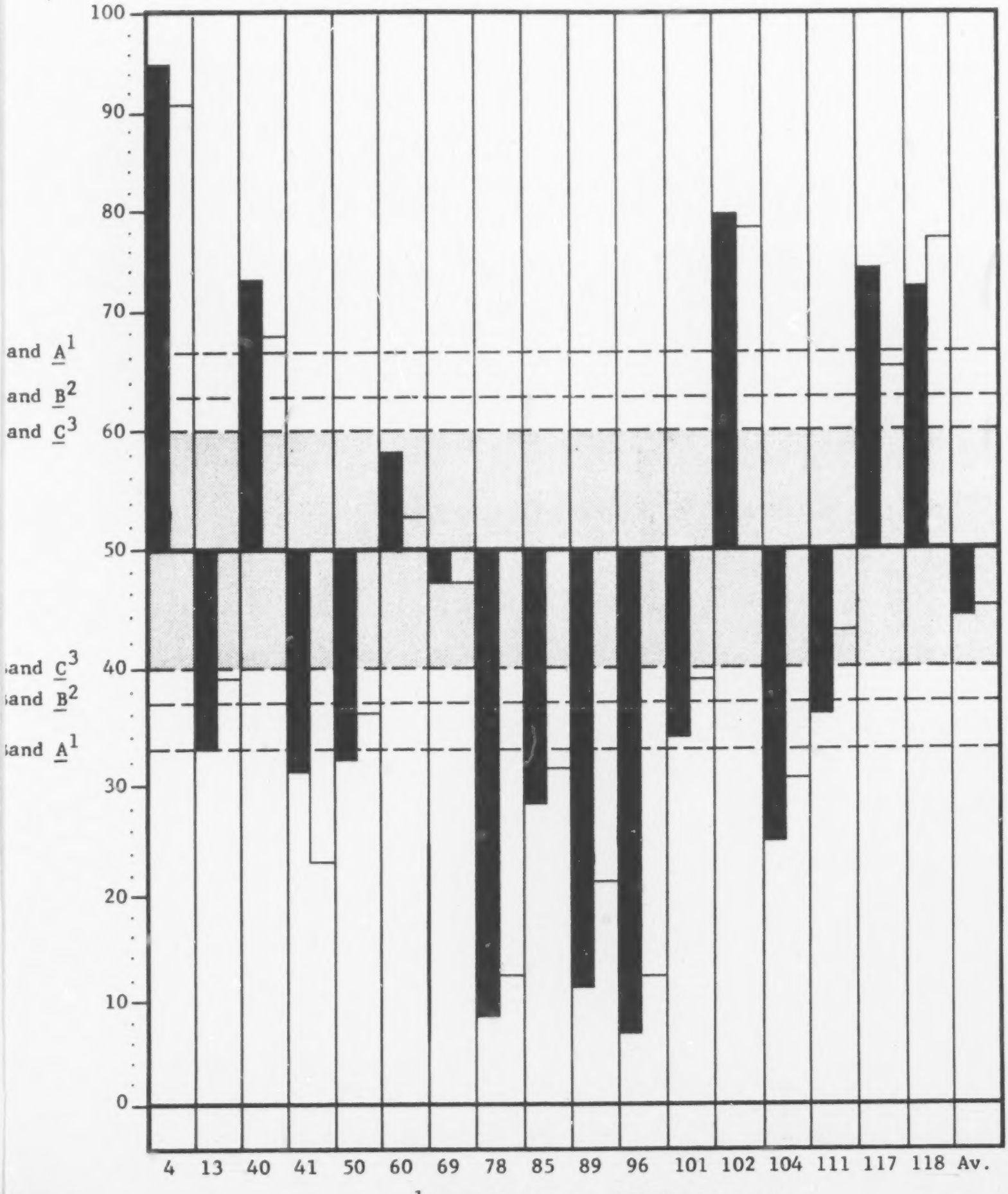
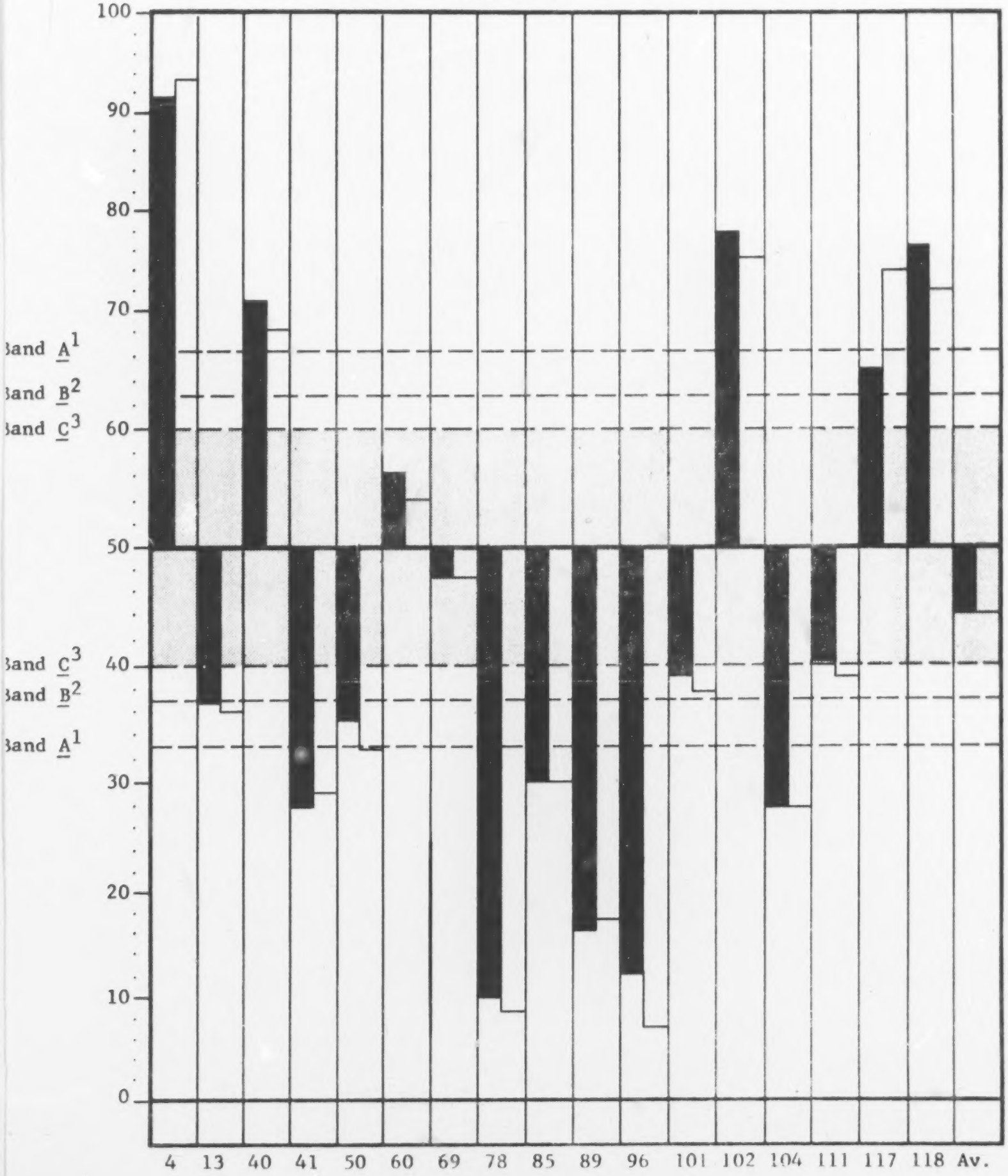
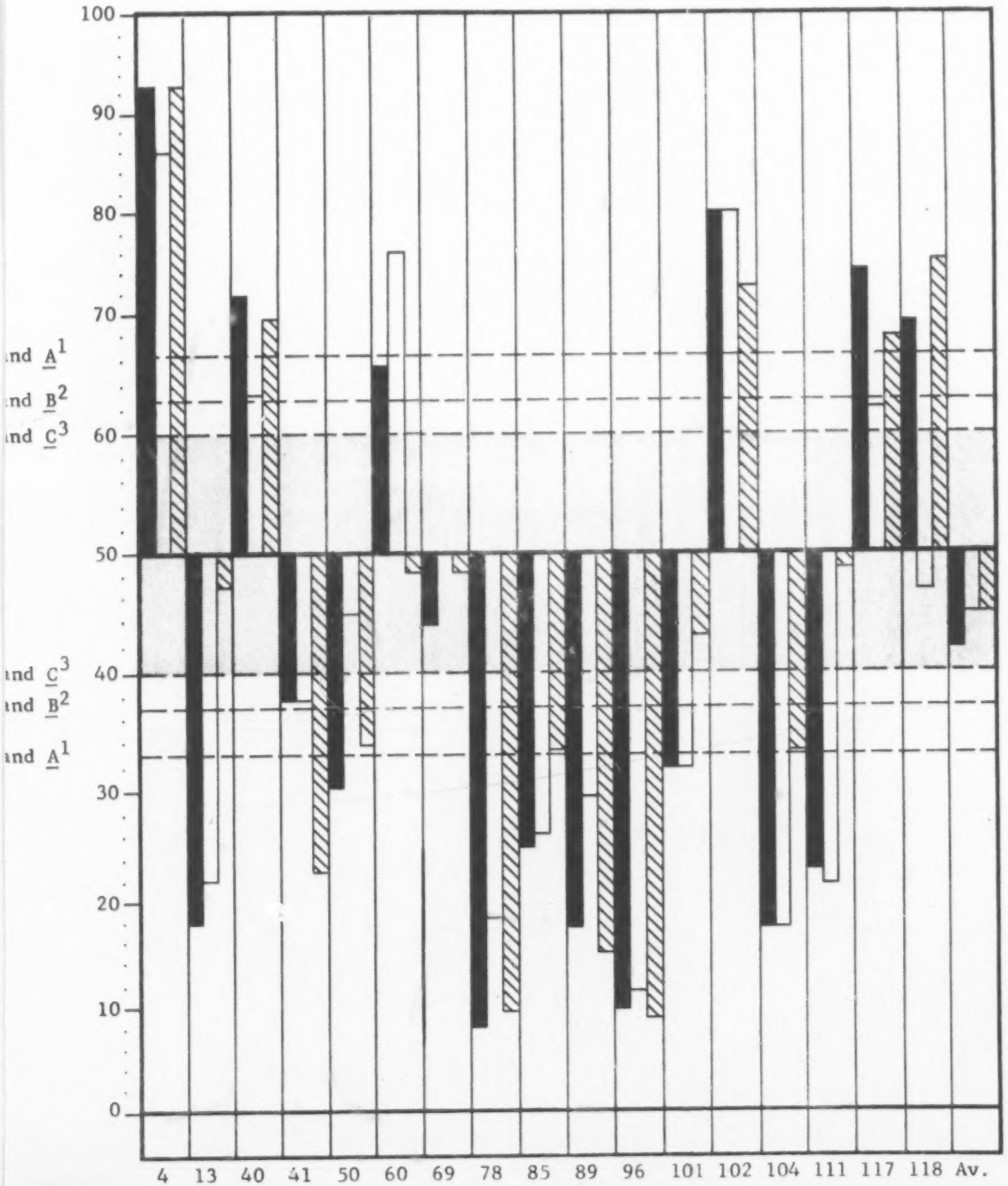
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



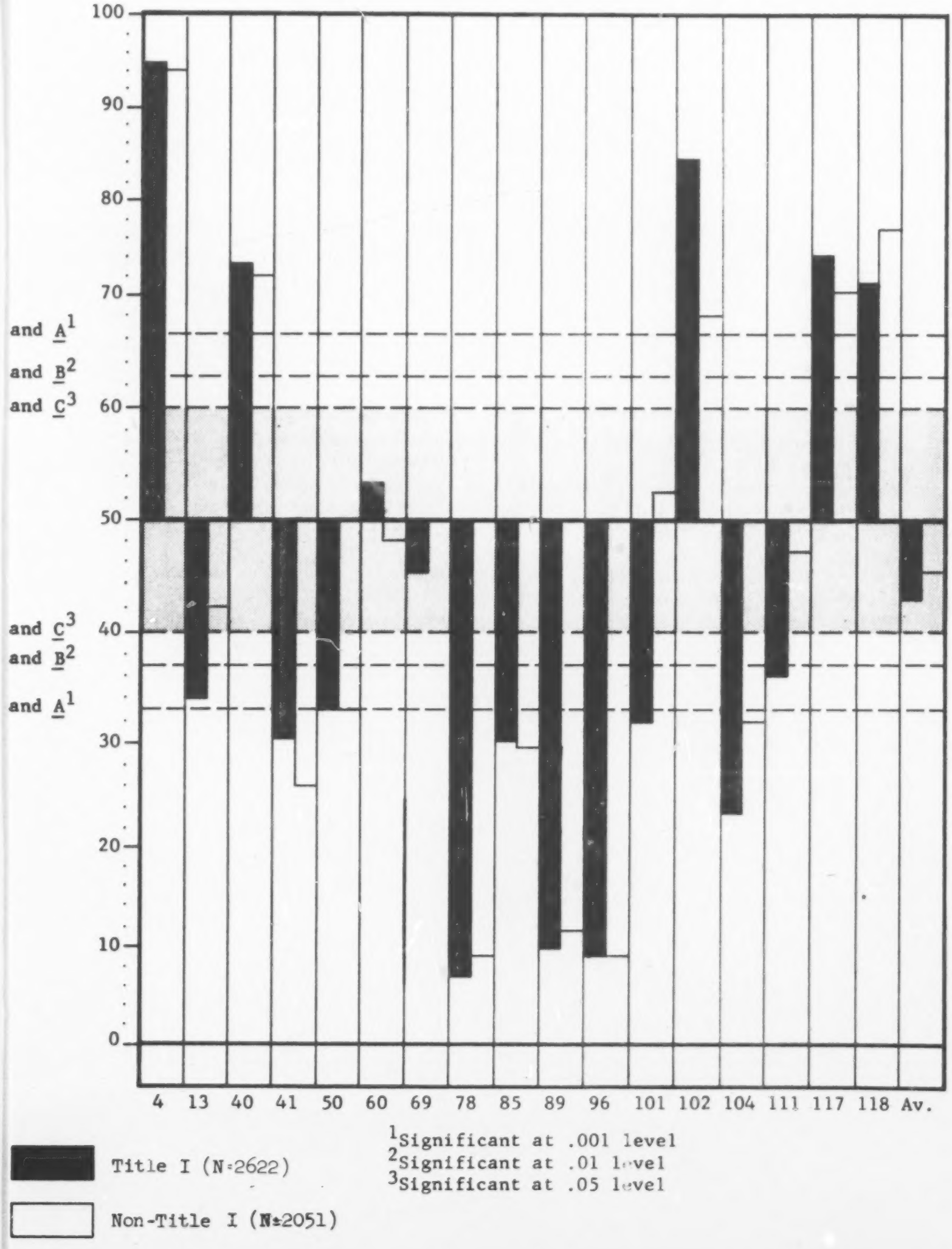
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



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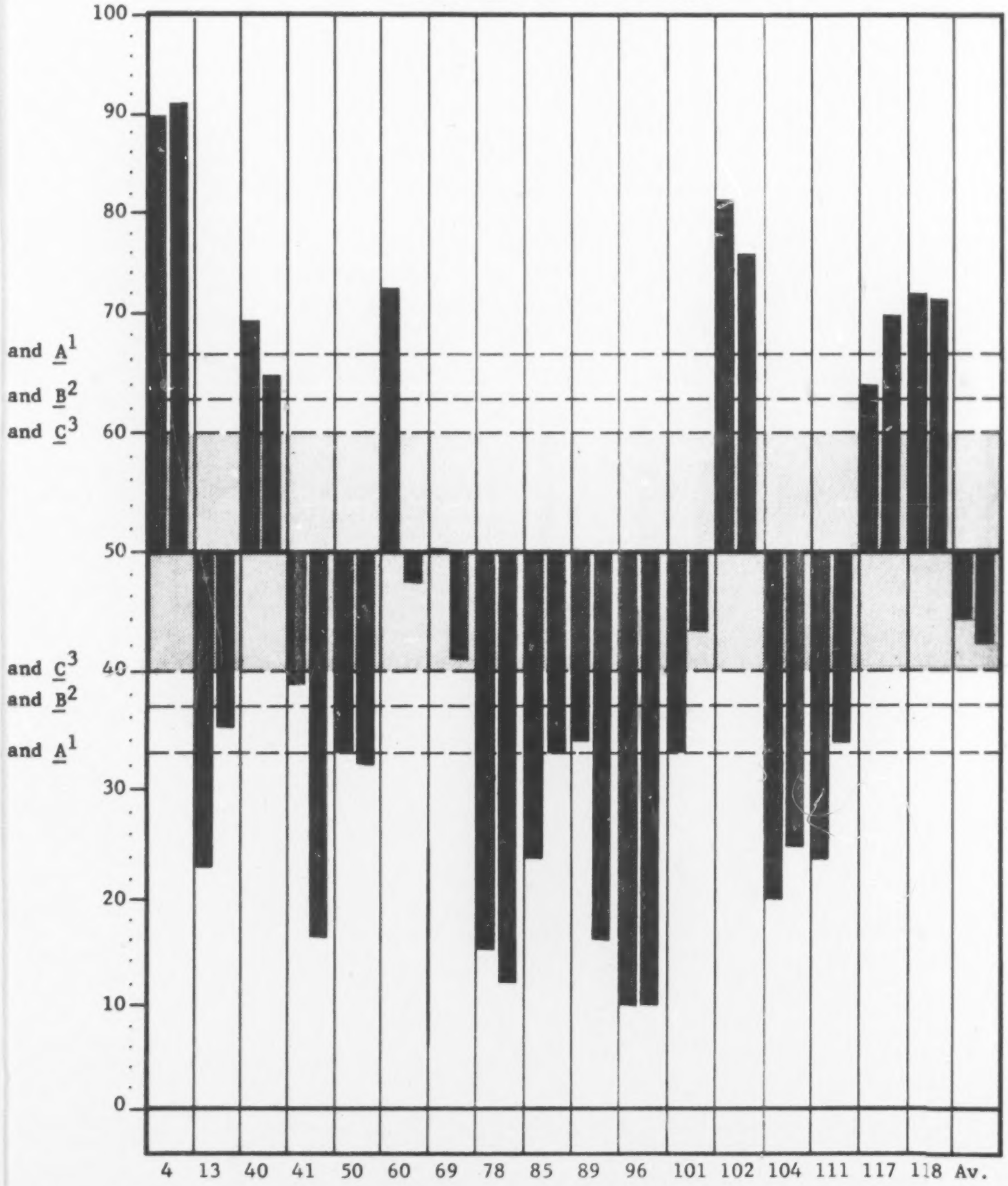
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS
CLASSIFIED BY ABILITY GROUP

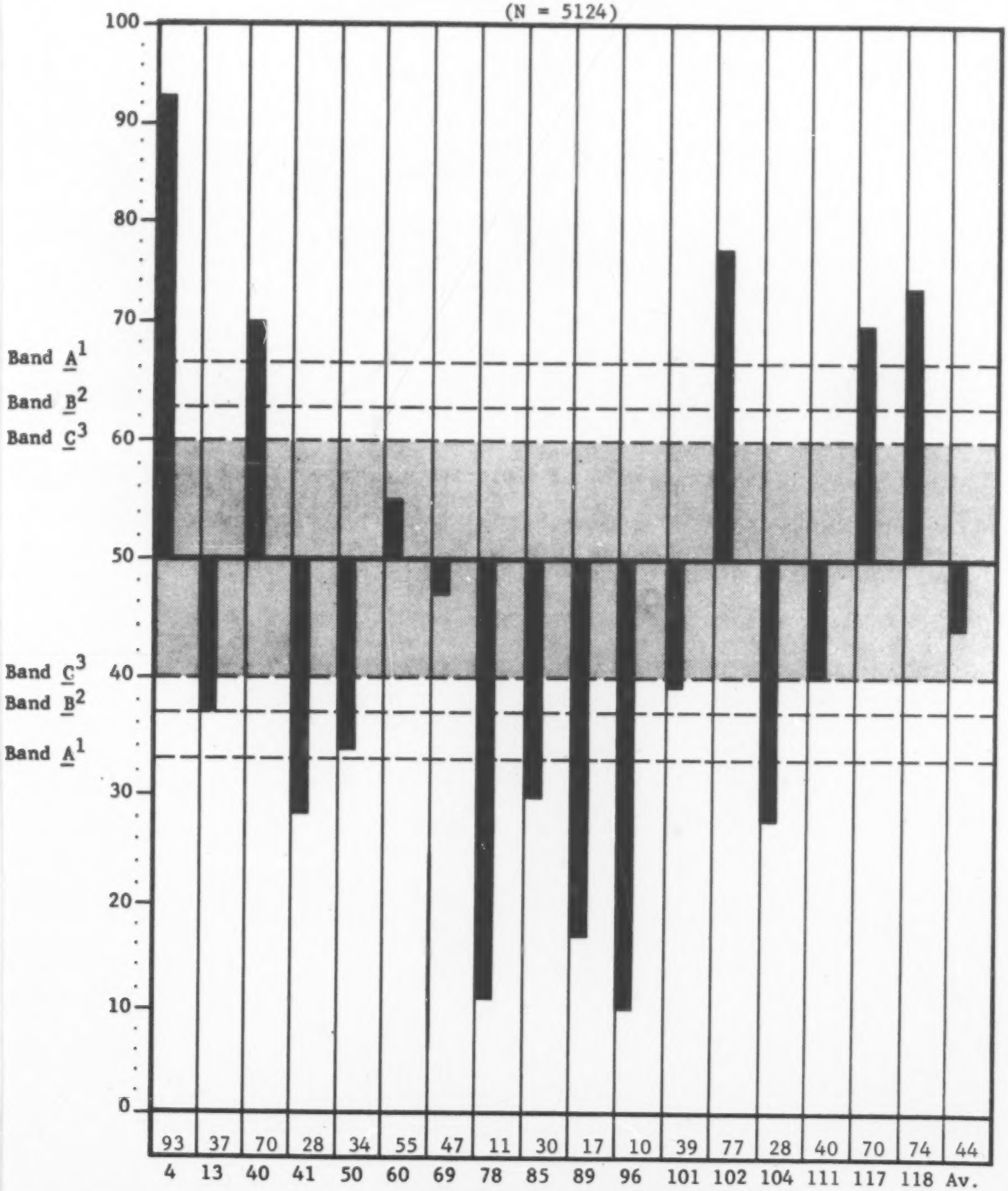


Low Ability Group-Left Bar (N = 803)
High Ability Group-Right Bar (N = 611)

[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS

(N = 5124)



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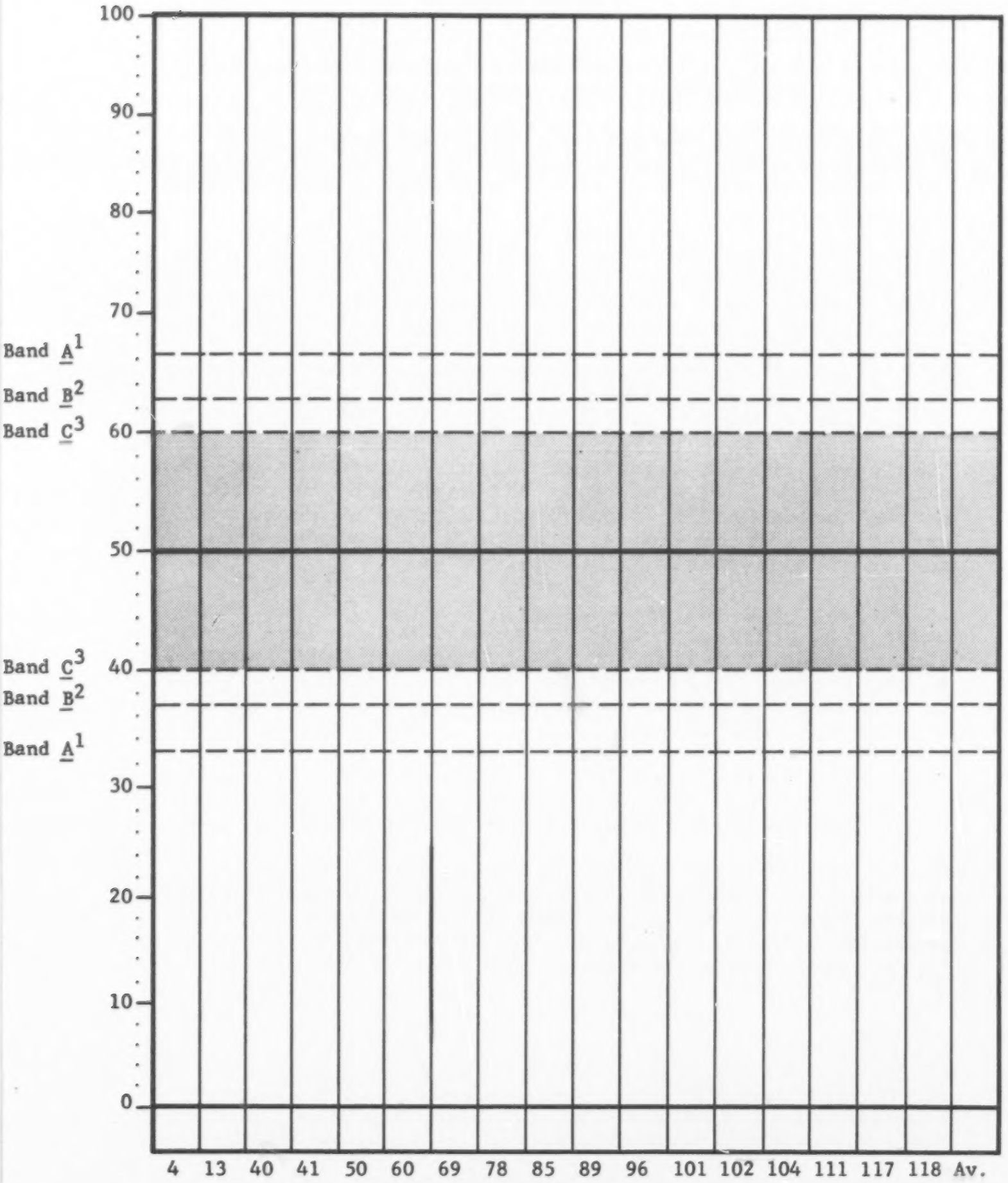
PERCENTAGE OF PUPILS RESPONDING TO
INDEPENDENCE PRESS



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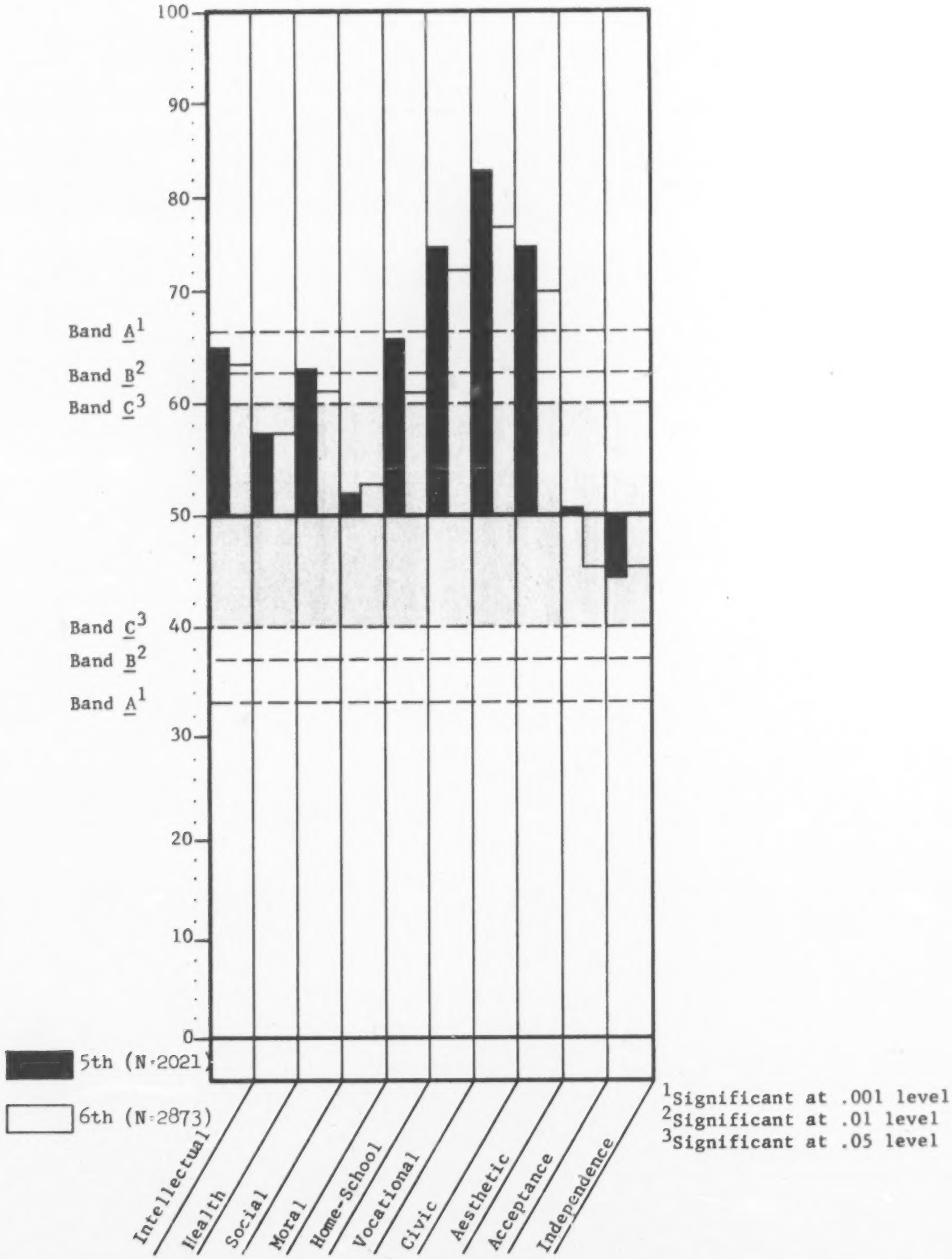
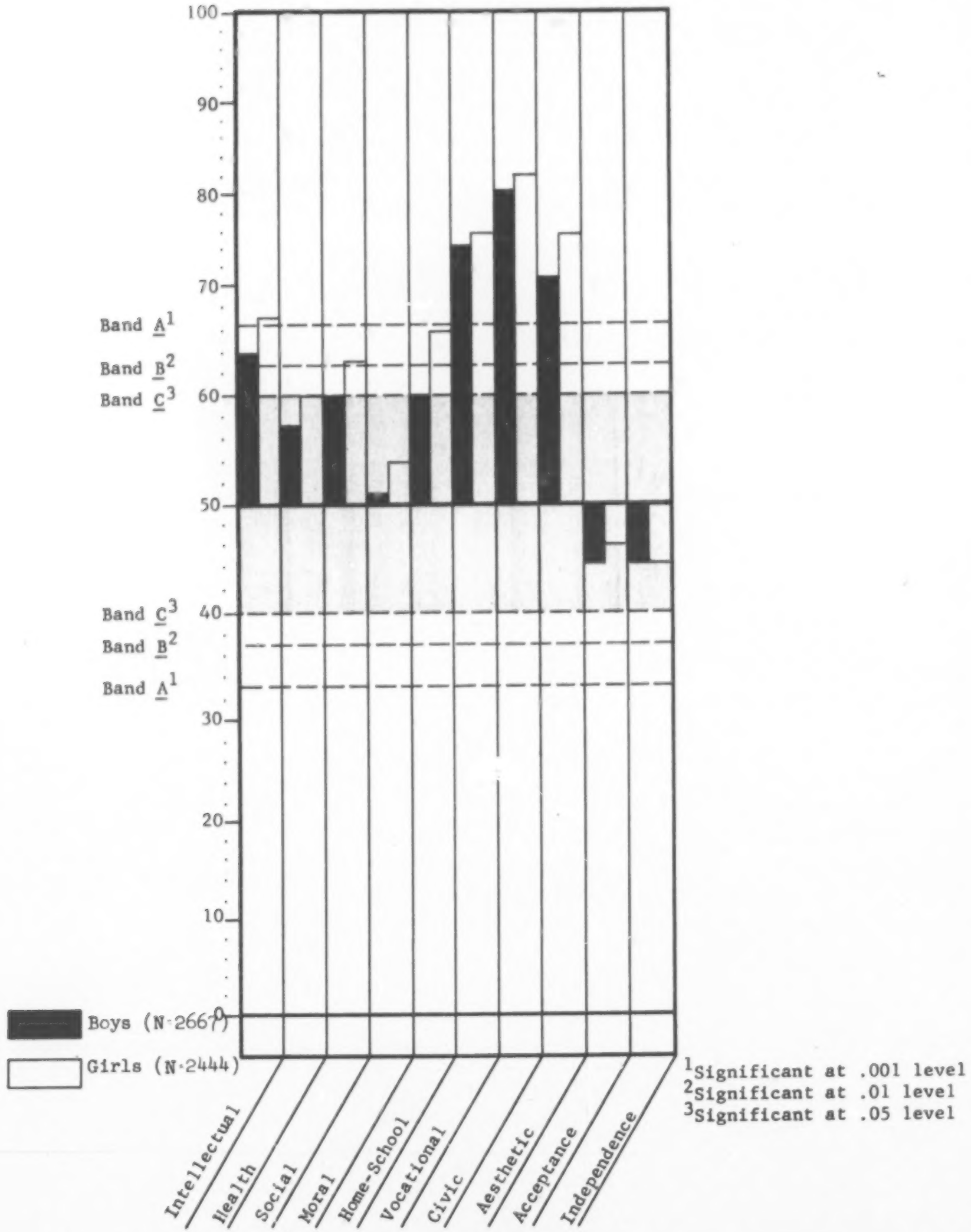
PERCENTAGES OF PUPILS RESPONDING TO TOTAL PRESS



PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



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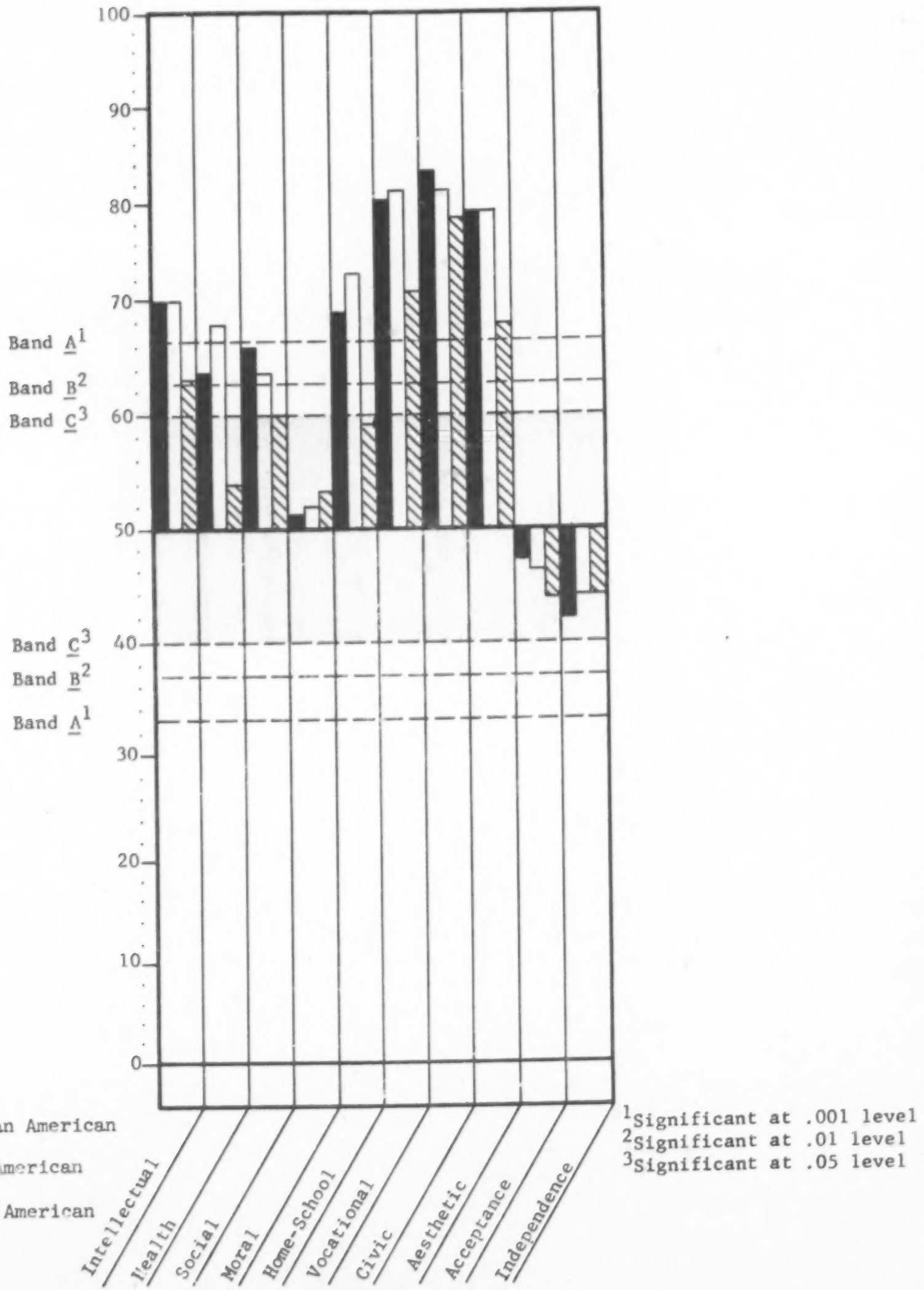
PERCENTAGES OF PUPILS RESPONDING TO TOTAL PRESS



[1]Significant at .001 level
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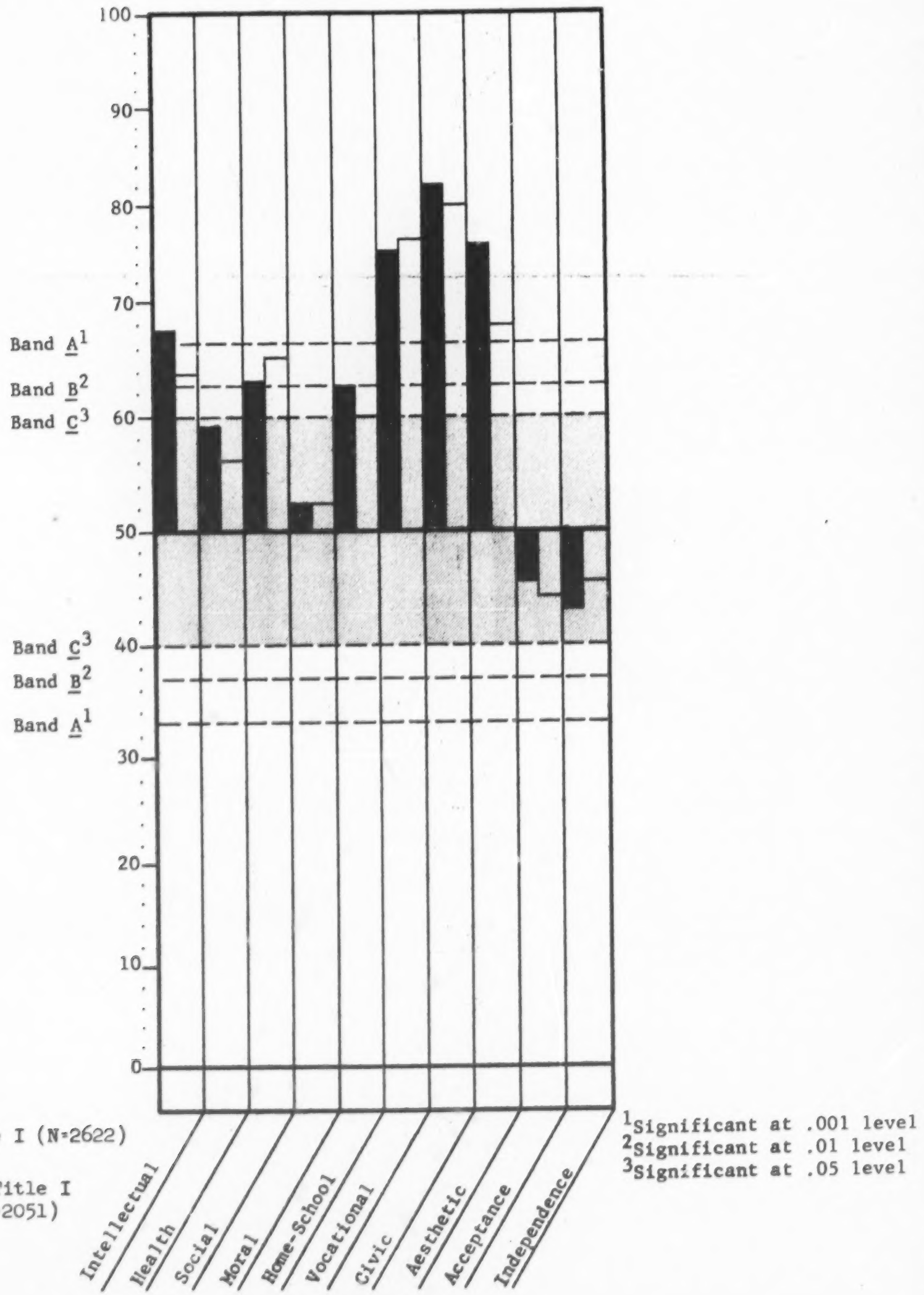
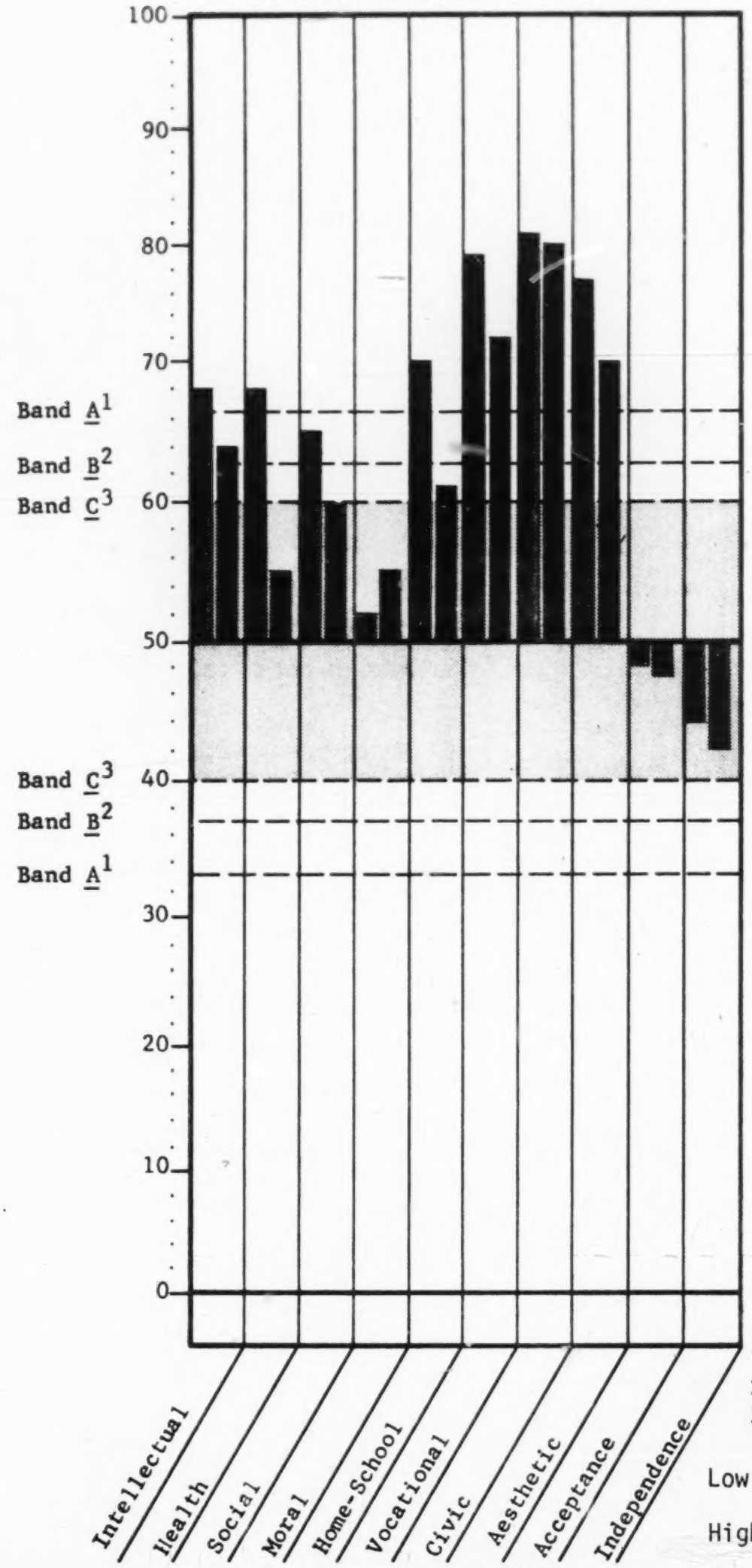
PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS

CLASSIFIED BY ABILITY GROUP

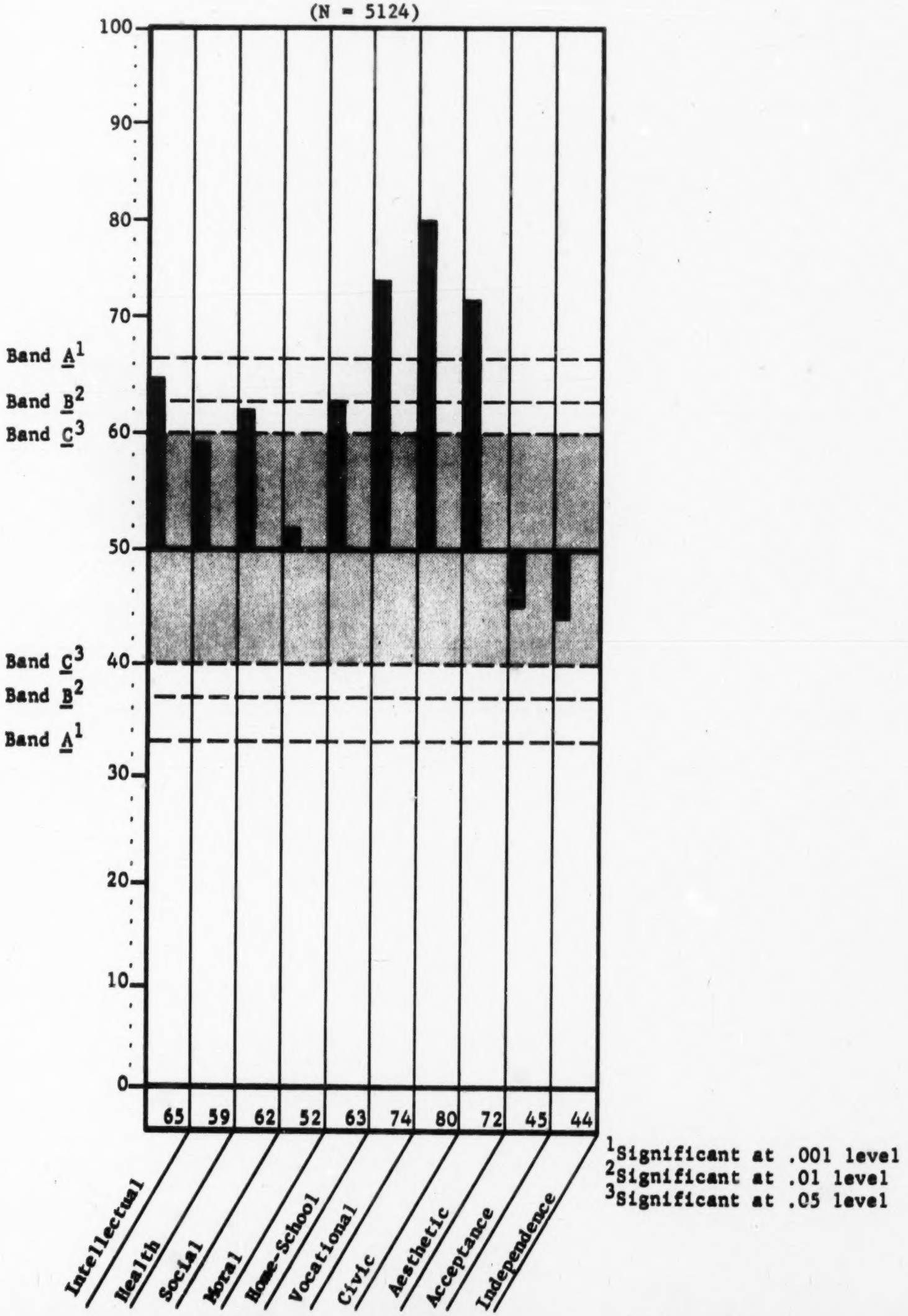


[1]Significant at .001 level
[2]Significant at .01 level
[3]Significant at .05 level

Low Ability Group-Left Bar
(N = 803)
High Ability Group-Right Bar
(N = 611)

PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS

(N = 5124)



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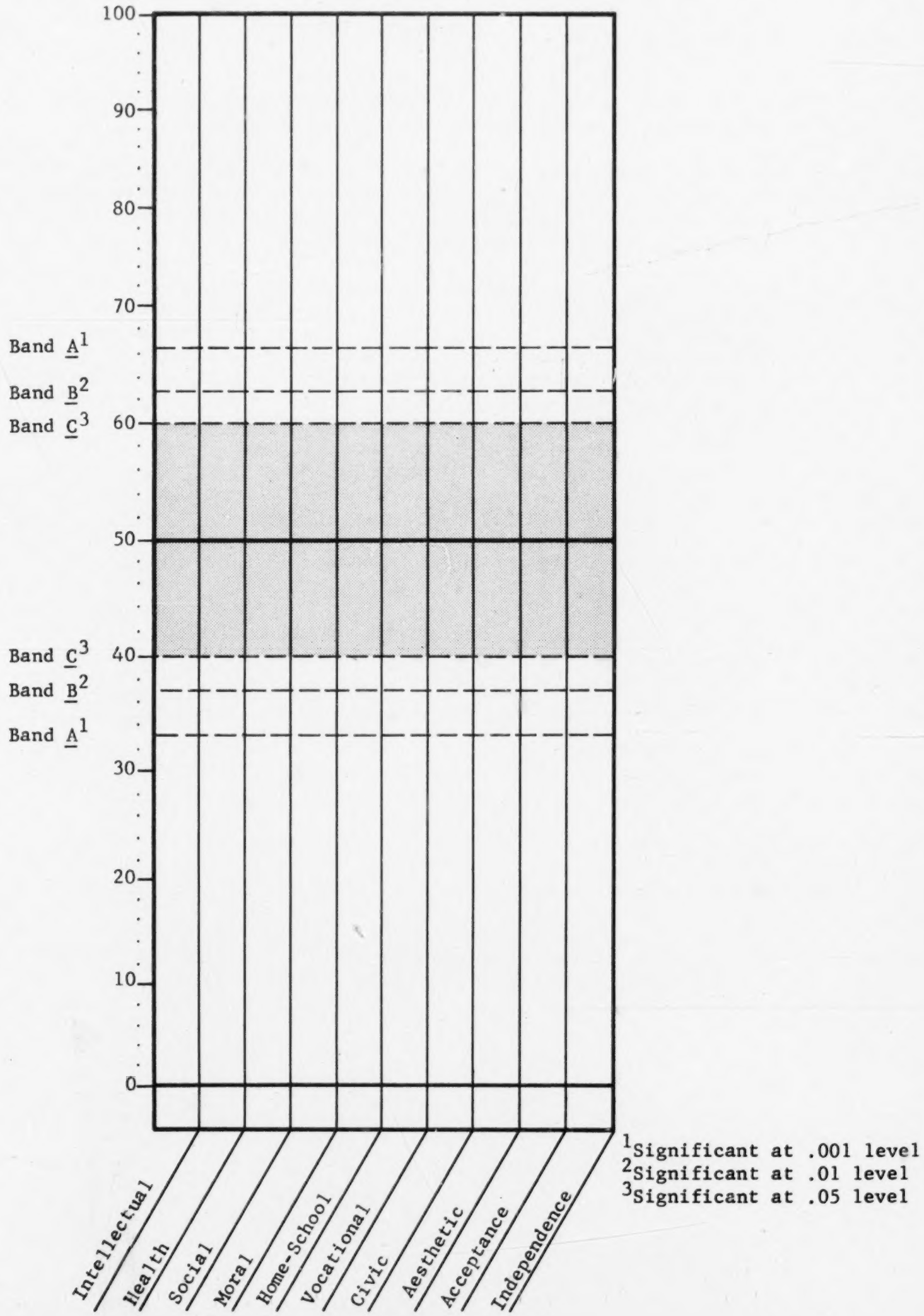
PERCENTAGES OF PUPILS RESPONDING TO
TOTAL PRESS



[1]Significant at .001 level
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